DOCUMENT RESUME

ED 299 498 CG 021 144

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TITLE Evaluation Report of the K-12 Comprehensive Guidance Program of the San Diego City Schools and Appendices.
INSTITUTION San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE 30 Jun 87
NOTE 268p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS *Counselors; Elementary Secondary Education; *Employment; *Program Effectiveness; *School Counseling; *School Guidance

ABSTRACT

This document presents a report evaluating the K-12 comprehensive guidance program of the San Diego City Schools which emphasizes findings of the evaluation. The description of the methodology of the study indicates that various surveys and instruments were used to collect data at the elementary and secondary level from administrators, head counselors, in-school counselors, career counselors, district counselors, project resource teachers, school nurses, guidance aides, students, and classroom teachers. Findings of the evaluation are presented as answers to 10 questions which cover topics including philosophies of the program, level of client satisfaction, and innovative programs to better guidance programs. Twenty-two conclusions are listed which range from noting the well-defined organizational structure, to describing counselors' perceptions that physical facilities are inadequate. Fourteen recommendations are listed which are directed to the staff and one recommendation to the board. These recommendations include initiation of a task force to develop plans and program policy and recommendations based on results of the evaluation data. Thirteen appendices to the report are presented, including a policy analysis of the counseling and guidance project, and questionnaires and surveys. Charts, graphs, and tables illustrate the document. (ABL)

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San Diego City Schools
PLANNING, RESEARCH, AND EVALUATION DIVISION

ED299498

EVALUATION REPORT OF THE K-12 COMPREHENSIVE GUIDANCE PROGRAM OF THE SAN DIEGO CITY SCHOOLS

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EVALUATION DEPARTMENT REPORT

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EVALUATION REPORT OF THE K-12 COMPREHENSIVE GUIDANCE PROGRAM OF THE SAN DIEGO CITY SCHOOLS

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June 30, 1987

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Sally Collier	Principal
Dr. Bruce Davis	Senior Program Evaluator
Donna Davis	Program Evaluator
David Elmer	Head Counselor
Doris Garrett	District Counselor
Barbara Gorrow	Head Counselor
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George Millstone	Counselor
Dr. Frank Morgan	Program Evaluator
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Special appreciation to the Guidance Services Department for their extensive cooperation and assistance.

SAN DIEGO CITY SCHOOLS
Planning, Research, and Evaluation Division
Evaluation Department

EVALUATION REPORT OF THE K-12 COMPREHENSIVE GUIDANCE PROGRAM OF THE SAN DIEGO CITY SCHOOLS

June 30, 1987

EXECUTIVE SUMMARY

I. ISSUE/CONCERN

On June 24, 1986, the superintendent and Board of Education directed the Evaluation Department to conduct a comprehensive study of the counseling program, grades K-12, during the 1986-87 school year. As stipulated in the board report entitled, "Choice of Regular District programs for Evaluation in 1986-87," the major focus of the study is determined by the following questions:

- What is the role and workload of the guidance staff?
- How do the various counseling programs work?
- What is the role and interaction of counseling with such policies as equity in student placement, promotion and retention, drop-out prevention, career counseling, and others?

II. BACKGROUND

The Board of Education adopted the "K-12 Comprehensive Guidance Program" on November 22, 1983. A committee of 37 members, including the Special Assistant to the Superintendent, assistant superintendents, and representatives from all areas of the district developed the plan. The plan reflects recommendations found in major reports on counseling and guidance, including the "Statewide Task Force in Counseling, 1979;" the policy statement on counseling by the State Board of Education, 1980; and the "Guidelines for Developing Comprehensive Guidance Programs" developed by the California State Department of Education in 1981. Although the plan calls for annual evaluations at the district and site levels, this study is the first districtwide evaluation of the implemented plan.

The evaluation was developed by staff from the Evaluation Department, from the Guidance Department, and from all areas of the district represented on the evaluation advisory committee formed early in the summer of 1986. This committee is composed of 18 members, including units of the Guidance Department, elementary and secondary site principals, site counselors and head counselors, one district counselor, Evaluation Department staff, community representatives, and others. The evaluation questions which

evolved were contributed by all members of the committee and their constituents, as well as by board members. The evaluators used multiple methods of data collection for the information in this report, including surveys, logs, documents, interviews, observations, and telephonic surveys.

III. RECOMMENDATIONS TO STAFF

These are recommendations growing out of the findings and conclusions of the study:

1. Initiate an interdivisional task force that will:

   - Develop a three-year master plan for K-12 guidance and counseling to review the recommendations of recent national study groups and committees and to study the findings and recommendations of this report.
   - Ensure a demonstrable developmental program reaching from kindergarten through senior high school.
   - Effect a division of labor among site guidance staff so that the focus becomes the implementation of guidance programs which reach all students in the three domains of guidance and counseling.
   - Consider what reorganization is necessary to provide the level of training, support, and leadership necessary for a higher quality and greater efficiency of service.
   - Determine precisely where the responsibility lies for the leadership of the site counseling and guidance program and for the coordination and the use of all resources at the school level.
   - Provide for a process evaluation which will show the development and implementation of the plan each year.
   - Provide for product evaluation in the third year to assess the success and failure of the plan's operation at that time.
   - Consider developing pilot projects which will incorporate innovative organizational structures and intensive inservice training for involved guidance staff. Provide for a process evaluation which will show the development and implementation of the pilot each year and a product evaluation in the third year to assess the success and failure of each pilot's operation at that time.
   - Study the position of head counselor to determine whether the position should be maintained, changed, or eliminated.
   - Continue to study the function of district counselors and whether the present structure which separates district counselors from in-school counselors should continue.
   - Examine existing fine practices to see how they might be used as more schools.

   This task force should include, at a minimum, representatives of School Operations Division, including principals, counselors, and teachers; Educational Services Division, particularly the Guidance

Services Department; and the Planning, Research, and Evaluation Division, particularly member(s) of the Evaluation Department who worked on this report and member(s) of the Planning Department. Outside district resources should be included, such as retired administrators familiar with San Diego City Schools Guidance program and/or university or state level experts. The superintendent may wish to appoint a smaller group to study this report and to formulate the focus for the larger task force.

The recommendations which follow are based on the data produced. If recommendation number 1 is followed, these additional recommendations may be viewed as items to be considered by the task force.

2. Through required districtwide counselor staff development, ensure that each counselor or certificated member of the guidance staff receives training in the management skills necessary for his/her job, including:

   * Setting of priorities in line with the recommendations of research and national studies
   * Program planning to utilize and coordinate schoolwide resources of staff, equipment, space, and community resources to meet the needs of the school population
   * Time managment training to promote efficiency despite limited resources
   * Stress management inservice to ensure that guidance is a program of planned activities as opposed to day-to-day crisis management
   * Effective leadership so that the counseling position reflects the coordination and effective use of resources
   * Combining of resources into an effective program
   * Appropriate delegation of tasks

3. Through the formulation of Stull Bill Objectives or a new evaluation process, encourage each counselor to articulate a recognized theory of counseling and guidance which directs his/her work. Counselors in the career domain should know and practice recognizable theories of career development and guidance. In the academic domain where so much cognitive information and skills are needed, counselors need to know and practice these applicable theories and principles. Persons actively doing personal/ social counseling need to know and practice correct principles of group and individual guidance.

4. Ensure that plans developed will focus and coordinate all resources available to the site:

   * Career counseling and vocational rehabilitation counseling time and resources
   * District counseling time and resources
   * In-school counseling time and resources
   * Attendance coordinator time and resources

- The resources of the social concerns staff and the Health Services Department
- Clerical and paraprofessional resources
- Administrative time and resources
- Teacher cooperation and involvement necessary for the delivery of programs developed
- Drop-out prevention resources
- Resources provided by the Community Relations and Integration Services Division

5. Improve communication to ensure that staff, students, and parents understand the program offerings of the site counseling center and the procedures for using such offerings. Ensure the development of programs that reach all counselees, not just those who know how to ask for and demand service.

6. Plans of organization which emerge because of task force recommendations or other processes should provide for secondary in-school counselors a level of leadership that will ensure a coherent and dynamic program for all secondary sites.

7. Arrange for in-school counselors to meet on a regular basis to discuss successes and problems, promote professional growth, and participate in staff development programs. Since counselors work an eight hour day, after school meetings of 2 to 3 hours monthly are reasonable expectations. Counselors within a feeder pattern could meet regularly within those time constraints. Quarterly staff development can be provided on a split time basis in the same way administrators meet.

8. Ensure that counselors are provided space and resources for implementation of the curricular elements of guidance and for group counseling activities. Sharing of classrooms with teachers will, no doubt, be necessary at many sites.

9. Study the structure of guidance programs of other districts within the county and state to identify desirable organizational patterns and effective programs.

10. Modify the site guidance plan format so that common, basic activities are in a generic form. This will free the plan developers to concentrate on the unique, exciting activities that individualize their counseling efforts. A format which incorporates "thrusts," areas for special focus for the year, such as those used by the County Office of Education, would allow the Guidance Department to highlight certain issues or activities on a rotating basis.

11. Until the recommendations of the planning task force are known, continue the present assignment and management system of district counselors. Continue the positive inservice provided and ensure that leadership positions are properly staffed. Because district counselors are under the supervision of the Guidance Services Department and not the sites, principals need to use their opportunities for input to the fullest extent. Guidance Services should revise their method of gathering principal's input to allow for more information specific to counseling services. The communication between principals and Guidance Services needs to be open, so that all are aware of counselor performance and productivity.

12. At the elementary level, administrators, nurses, and teachers are performing many counseling tasks. Guidance services are an appropriate responsibility for all staff to share. These personnel are also likely to be asked for help by students on issues such as school problems, and drug/alcohol questions. Inservice should be provided for site staff, particularly on the drug and alcohol issues, so that they will be able to handle such situations adequately.

13. To increase career counselor availability for counseling all students, study other concepts for covering required supervision and instruction of students assigned to General Work Experience. Other plans are now in use throughout the county.

14. Continue the analysis of data provided by this study to determine:

    * Equity of counseling services as perceived by individual school sites
    * Equity of counseling services as perceived by ethnic groups

IV. RECOMMENDATIONS TO THE BOARD

It is recommended that the board direct the superintendent to appoint an interdivisional task force for further study to address topics in Recommendation No. 1. The study should be completed by March 1, 1988.

V. BUDGET IMPLICATIONS

The budget implications of these recommendations are dependent upon the nature and extent of the recommendations by the task force.

EVALUATION REPORT OF THE K-12 COMPREHENSIVE GUIDANCE PROGRAM OF THE SAN DIEGO CITY SCHOOLS

I
ISSUE/CONCERN

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- What is the role and workload of the guidance staff?
- How do the various counseling programs work?
- What is the role and interaction of counseling with such policies as equity in student placement, promotion and retention, drop-out prevention, career counseling, and others?

II
BACKGROUND

The Board of Education adopted the "K-12 Comprehensive Guidance Program" on November 22, 1983. A committee of 37 members, including the Special Assistant to the Superintendent, assistant superintendents, and representatives from all areas of the district developed the plan. The plan reflects recommendations found in major reports on counseling and guidance, including the "Statewide Task Force in Counseling, 1979;" the policy statement on counseling by the State Board of Education, 1980; and the "Guidelines for Developing Comprehensive Guidance Programs" developed by the California State Department of Education in 1981. Although the plan calls for annual evaluations at the district and site levels, this study is the first districtwide evaluation of the implemented plan.

The evaluation was developed by staff from the Guidance Department, from the Evaluation Department, and from all areas of the district represented on the evaluation advisory committee formed early in the summer of 1986. This committee is composed of 18 members, including units of the Guidance Department, elementary and secondary site principals, site counselors and head counselors, one district counselor, Evaluation Department staff, community representatives, and others. The evaluation questions which evolved were contributed by all members of the committee and their constituents, as well as by board members.

III
DESIGN AND METHODOLOGY

Goals of the Evaluation. The goal of the evaluation of the K-12 Comprehensive Guidance Program is to produce qualitative and quantitative data that will:

- Describe the existing guidance program, including its organizational structure
- Describe the services provided by the program for particular clients
- Define the levels of satisfaction by users of services, including teachers, students, parents, and the counselors themselves
- Identify areas of strength and satisfaction with the program
- Identify areas of need and dissatisfaction with the program
- Identify areas where new patterns and levels of service are needed and suggest organizational innovations which might meet those needs

Evaluation Questions. Over 125 evaluation questions were formulated by the advisory committee, the Board of Education, and others. These were organized into categories of questions. The following emerged as the eleven topical questions directing the study:

1. What are the philosophies and theories which underlie the guidance program?

2. What are the policies and procedures which direct the program?

3. What is the organizational structure of counseling and guidance?

4. What are the goals and objectives of the K-12 Guidance Program?

5. According to counselors, head counselors, and site administrators, what are the major activities which consume the time and energy of the counseling staff; and how adequate are these activities in each area?

6. What are the factors, positive and negative, which impact the sites' guidance program?

7. What is the level of client satisfaction?

8. How do counselors perceive their role in relation to district goals, district policies, and school site missions?

9. What new or innovative guidance practices and procedures seem to promote better guidance programs?

10. What are major state or national reports which may be helpful in redesigning or adjusting the counseling program of the district?

Methodology -- Secondary. The questions above and others subsumed under each were addressed using various methodologies which allowed for cross-checking and verification. Pertinent documents were analyzed to provide descriptions of guidance organizational systems, to detail specific responsibilities of individual positions within the organizational system, and to establish a background against which to examine other data. The documents examined pertain to guidance both within and outside the district:

- The K-12 Comprehensive Guidance Program
- The policies and procedures of the district
- Individual site plans
- District directives and communications
- State and national publications relating to guidance programming
- Exemplary evaluations from other states and districts

Results of this analysis were verified and corrected as needed by interviews and discussions with appropriate personnel at sites and in the Guidance Department.

Various survey and interview instruments were constructed to gather data from guidance populations at the secondary school level. Administrators, head counselors, in-school counselors, career counselors, and district counselors were surveyed using a two-part instrument. Fifty percent of the counselors responded to Part A and fifty percent to Part B. In Part A, respondents were asked to indicate "How Much Counselor Time/Energy is Given to..." each activity, and then to note the adequacy of the operation of each activity. In Part B, respondents were asked to rate the degree to which 33 program or situational elements impacted counseling and guidance services.

Almost 100 percent of counselors and head counselors completed the survey. A similar response rate was attained with administrators responsible for evaluating members of the counseling department. The numbers of career counselors and district counselors responding was less than 100 percent, but additional district counselors' perceptions were gathered by a subsequent survey. Additionally, an 18 item questionnaire was completed by all district counselors to address special questions and concerns relative to their part in the K-12 Comprehensive Guidance Program.

Extensive activity logs were kept for two months by four in-school counselors at the junior high level and four at the senior high level. These were valuable in verifying those activities on which counselors spent most time, energy, and resources.

Once the data provided by these surveys and activity logs received preliminary analysis, interviews were conducted to reassess areas of concern, investigate new questions which had arisen, and do cross-checking to insure correctness in the interpretation of data. At each secondary school, one counselor and either the head counselor or an administrator were interviewed. This process produced 83 interviews.

Student surveys were given to representative classes at 36 schools in grades 7 through 12. Each survey contained 56 objective questions using either a five-point scale or a Yes/No response. Four additional items were included to gather data best collected by open-ended questions. Approximately 12,260 secondary school students received surveys; 8,853 valid surveys were returned for a 72 percent response rate.

All secondary teachers (2,373) received one of two forms of a staff survey which echoed the questions on the student survey; 1,327 were returned, for a 56 percent return rate.

A parent telephonic survey assessed parent satisfaction with the guidance services at the secondary level. From a sample of 950 parents randomly drawn by Data Systems, 715 (75 percent) successful telephone interviews were carried out.

Methodology -- Elementary. Because the delivery of counseling services is different at the elementary level, three separate data collection instruments were developed for use at that level. Each was administered during March 1987.

A staff survey went to all elementary site administrators, all project resource teachers, all school nurses, and to a 25 percent sample of K-6 teachers, including regular classroom, bilingual, and Gifted and Talented Education (GATE) teachers. The survey assessed the degree of staff awareness, use of, and satisfaction with the present counseling program. It also served as a needs assessment as perceived by site personnel. Of the surveys distributed, 584 returns were usable constituting a 50 percent return.

All elementary district counselors and guidance aides received surveys asking for their perspective on the counseling program at their sites and for information on their delivery of services. There were 181 surveys returned for a return rate of 84 percent. The same survey was distributed to attendance aides at the elementary sites, as their job involves counseling services. Only ten attendance aide surveys were returned, and of those, four had been completed. Because of that low return rate, attendance aide results are not included in this study.

A short student survey was designed for administration at grades four through six. Students in 172 classrooms completed the survey, representing about 20 percent of the total district upper elementary population. The survey contained 24 items, and used either a five-point scale or a Yes/No response.

All three surveys contained parallel questions about counseling functions and needs. Both of the staff surveys included open-ended items designed to elicit additional needs assessment information.

IV
FINDINGS

The findings of this study have been organized to respond to each of the ten evaluation questions formulated by the project advisory committee. Data sources and data treatment are discussed under each of these questions.

What are the philosophies and theories which guide the guidance program?

If philosophy is to be defined as a "system of beliefs" or a "defined set of underlying principles," then there is no stated or written philosophy which guides the guidance program in the San Diego City Schools. No particular educational philosophy is stressed over any other by most counselors. No systematic view of human behavior is articulated to guide the guidance program. No particular psychological or philosophical teaching can be cited as influencing the direction of the guidance program.

Page 4 of the "K-12 Comprehensive Guidance Program" planning document has "Philosophy" as a major title (See Appendix A). What follows is not a philosophy but a list of "must do" directives.

- "Counselors must work with students..."
- "Guidance activities must be tailored to fit..."
- "Measurable performance objectives must be developed..."

A sample of site guidance and counseling plans were examined as part of a yearly review and critique of newly developed or amended plans. Most of these documents have goal statements at or near the beginning. Some have purpose statements which are similar to the district's statement of "Philosophy." One has a statement of the "quality indicators of an excellent guidance and counseling program..." (taken from the Guidance and Counseling Audit of the CACE Convention of February 1986). This plan, as well as others, shows that sites do research into what a good guidance plan should do and accomplish; appropriate sources are cited and followed. However, intrinsic philosophies of education, human behavior, or counseling and guidance are not found.

In each of the 83 interviews conducted with secondary school counselors, head counselors, and/or administrators, interviewees were asked which plays the larger role at their school, theories and philosophies of counseling and guidance or the practical necessities of the job. Nearly all of the respondents reported that the day-to-day demands of the job took precedence over theoretical and philosophical considerations. A number of them clarified this response by saying that job demands precluded their working with students in what is ordinarily regarded as counseling. This condition, they said, did not allow the pursuit of the theories and philosophies studied in college counseling programs leading to degrees or Pupil Personnel Credentials.

Some did mention particular theories that they had studied or that the site's staff had studied together. Although all felt that practical necessities superseded counseling theories, some reported that their work with students is guided by an eclectic and/or humanistic framework. The only theorists mentioned were Glasser, Rogers, and Skinner. Four individuals said that their personal/social counseling with students was "client centered," indicating that Rogerian theory influences their work. Other frequent comments offered in response to this question were the counselors' lack of time, inadequate facilities, and the specific obstacles addressed by other questions in the interview.

What are the policies and procedures which direct the program?

Those parts of the state Education Code which relate to the schools are implemented locally through the district's "Procedures." Policies formulated through actions of the board are implemented through these same procedures in which they are translated into required actions. In September 1986, an independent analyst examined all policies and procedures governing, or having implications for, counseling and guidance practices. Of those examined, 35 procedures were revised and six were newly adopted in 1985. Several of the new procedures were judged to have a major impact on the job responsibilities of counselors:

No. 4475 (E10/85) Identification program/project participants
Mandates compilation of lists of students participating in all externally funded progrms, integration programs, selected regular and special district programs.

No. 4621 (E7/85) District counselors' crisis team

No. 5720 (E1/85) Information systems management

No. 6020 (E1/85) Classroom grouping practices and counseling procedures
Under procedure 6020 counselors must:

1) Inform parents and students upon a student's entry into junior high/middle school, of program choices, or courses required to meet college and career goals, and of the importance of careful course selection during secondary school years.
2) Implement guidance and counseling programs and engage in practices which result in equal access to educational opportunities for all students.
3) Promote practices which encourage students to aspire to higher-level courses.
4) Complete a four-year educational plan for each student during his/her eighth-grade year.
5) Consider student assessment criteria (such as the student's aspirations, norm-referenced tests, criterion-referenced tests, diagnostic tests, professional judgment of staff members, career-planning inventory, parent and student choices, and graduation requirements) when advising students on course selection and when placing students in classes.

6) Consider and advise students regarding the appropriateness of regular courses, vocational choices, bridging courses and practices, and advanced courses to ensure that students are scheduled for challenging courses that best meet graduation and college admission requirements, and best achieve fulfillment of student aspirations.
7) Provide individual and group counseling and informational sessions on available programs and requirements (including services for special needs students).

In addition, some revised procedures also indicate responsibilities:

No. 4235 (R8/85) GATE identification
No. 4236 (R3/86) GATE program/parent conferences
No. 4243 (R7/85) Compensatory education/bilingual (4250)

Although "at-risk" students are not yet defined as such in the district's Procedures, services for them are best described in Procedure No. 6020 (c.6.b.5-7). This procedure also delineates counselor responsibilities for "equity in student placement," for a "comprehensive review for progress at the tenth grade," and for "involvement of parents in program planning."

Although the above counseling/guidance responsibilities were added in 1985, the formula for the counselor caseload was officially modified in October of 1986. According to Procedure No. 7216 (Revised 10/6/86), the staffing formula is 425 students per counselor at middle schools and junior highs and one counselor for each 405 students at senior highs. This operational increase in counselor caseload, together with the additional responsibilities assigned to counselors, contributes to counselors' feelings of overload.

Almost all schools elect to use school site budgeted resources to enrich their counseling formula. Such resources might be funds from the federally-funded Chapter 1 program, the state funded School Improvement Program, district discretional funds, VEEP funds, magnet funds, and other integration funds. Table 1 shows the results of research by middle level and senior high principals done in 1986. Based on the Certificated Personnel Unit (CPU) conversion of $36,135 (1986 figures) secondary schools spent $1,394,810 to supplement the counseling program in 1986.

TABLE 1
1986-87 ALLOCATION, USAGE, AND BUDGETING OF IN-SCHOOL COUNSELORS
AT MIDDLE, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS

School	Enrollment	Allocated	Used	Differential
Bell	2,320	5.46	6.0	.54
Correia	864	2.03	3.0	.97
dePortola	732	1.76	2.0	.24
Farb	850	2.00	2.0	.00
Keiller	656	1.58	2.5	.92
Kroc	830	1.95	2.4	.45
Lewis	832	1.96	2.0	.04
Mann	1,335	3.11	4.0	.89
Marston	872	2.05	3.0	.95
Memorial	1,038	2.32	4.0	1.68
Montgomery	898	2.11	3.0	.89
Muirlands	977	2.30	3.0	.70
Pacific Beach	803	1.89	2.6	.71
Pershing	990	2.30	2.0	<.30>
Roosevelt	1,086	2.68	3.0	.32
Standley	1,072	2.52	3.0	.48
Taft	542	1.28	2.0	.72
Wangenheim	1,730	4.07	5.0	.93
Wilson	1,593	3.74	5.0	1.26
Clairemont	1,215	3.0	3.0	.00
Crawford	1,799	4.44	6.0	1.56
Henry	2,330	5.75	6.0	.25
Hoover	1,967	4.86	5.0	.14
Kearny	1,358	3.35	5.0	1.65
La Jolla	1,362	3.36	4.0	.64
Lincoln	824	2.03	6.0	3.97
Madison	2,187	5.40	6.0	.60
Mira Mesa	3,513	8.67	9.0	.33
Mission Bay	1,708	4.22	5.0	.78
Morse	2,127	5.25	6.0	.75
Point Loma	2,141	5.29	6.0	.71
San Diego	1,380	3.41	5.0	.59
Serra	1,986	4.90	6.0	1.10
University City	1,428	3.53	4.0	.47
Garfield	592	1.46	5.0	3.54
Gompers	1,628	4.02	6.0	1.98
Muir	207	.51	1.0	.59
SCPA	950	2.35	4.0	1.65
Twain	446	1.10	7.0	5.90

Below are delineated the mandates of the seven district procedures impacting counseling and guidance most directly. Appendix B lists 106 other procedures having implications for or impact on counseling and guidance. Further discussion of the impact of these policies and procedures will be given in the preface of that appendix.

Policy Analysis: Counseling/Guidance Project

Procedures having major impact on counselors:

No.4475 (Effective 10/21/85) 4pp.

Designation and Reporting of Program/Project Participation

Mandates compilation of lists of students participating in all externally funded programs, all integration programs, selected regular and special district programs.

No. 4621 (Effective 7/1/85) 4pp.

District Counselor Crisis Team

Establishes a team of 20 district counselors who may be called away from their regular assignments to receive additional training and responsibilities for intervening in crises during the time of a crisis.

No. 5720 (Effective 1/8/85) 4pp.

Information Systems Management

Mandates that the district will provide for the establishment and implementation of data processing information systems to meet the needs of various management functions. Implies that site information systems (e.g., counseling programs/master schedules) will be part of the District's central automated systems. Counselors are responsible for using Procedures Nos. 5705 and 5710 when programming students.

No. 6020 (Effective 3-12-85) 5pp.

Classroom Grouping Practices and Counseling Procedures

Mandates procedures for assigning students to classes which will result in equal access to educational opportunity for all students; delineates goals for grouping Gifted and Talented Education (GATE), Limited English Proficiency(LEP) and Special Education students; delineates 7 objectives counselors will achieve in their counseling practices

No. 4235 (Revised 8-15-85) 6pp.

Student Identification for Gifted and Talented Students Program

Mandates that teachers and other school staff (including counselors) use results of group tests, academic performance, and personal observation of student behavior as bases for focusing attention on students who are believed to have extraordinary capability, or potential for extraordinary capability, in one or more of the three categories defined in Section C.3 of this procedure.

No. 4236 (Revised 3-27-85) 11pp.

Standards for Programming and Evaluating Gifted and Talented Students

Delineates specific procedures for identifying and programming GATE students. This procedure and the one above (No. 4235) imply that counselors must know the students in their caseloads to observe evidence of any of the identification criteria and to make referrals. The average counselor caseload is 425:1 at the junior high and 405:1 at the senior high.

No. 4243 (Revised 7-17-85) 5pp.

Compensatory Education

Outlines programs covered under compensatory education including bilingual education. Has implications for counselors at sites housing bilingual programs where the students' home language needs to be assessed and LEP students need to be programmed into appropriate bilingual classes. Counselors need to be familiar with Procedures Nos. 4250 and 4251.

What is the organizational structure of counseling and guidance?

The Guidance Services Department is an administrative unit within the Educational Services Division of the San Diego Unified School District. The guidance program is administered by a director whose responsibilities are explicated in the "K-12 Comprehensive Guidance Program" (See Appendix A, page 6, and Figure 1, page 11). The Director of Guidance is responsible for:

- The development, approval, implementation, monitoring, and evaluation (in conjunction with the Evaluation Department) of the total district program
- The selection, training, assignment, supervision, and evaluation of the district counselors, career development counselors, and vocational rehabilitation counselors
- The selection and assignment of the in-school counseling candidates to the list of qualified applicants
- The establishment of rules and procedures governing counseling in the district
- The development, evaluation, and approval of site plans
- The identification of staff development needs and the coordination of appropriate inservice
- The coordination of site guidance activities through regular meetings of head counselors, district counselors, and career and rehabilitation counselors

In addition, the director chairs a district advisory committee for guidance which includes staff, parents, and community members.

The department includes the Career Development and Vocational Rehabilitation Counselors Unit, District Counselors Unit, district counselor integration support services, in-school counseling liaison and support services, the Southeast Asian Guidance Aide Project, guidance aides, and clerical support staff.

Job Description of Secondary Guidance Personnel. District Counselors at the secondary level are traditionally responsible for major roles in the coordination of services:

- Between school and parents
- Between school and community agencies
- Between the school and public agencies (as with the courts and probation)
- Between school sites (as in placement of students)

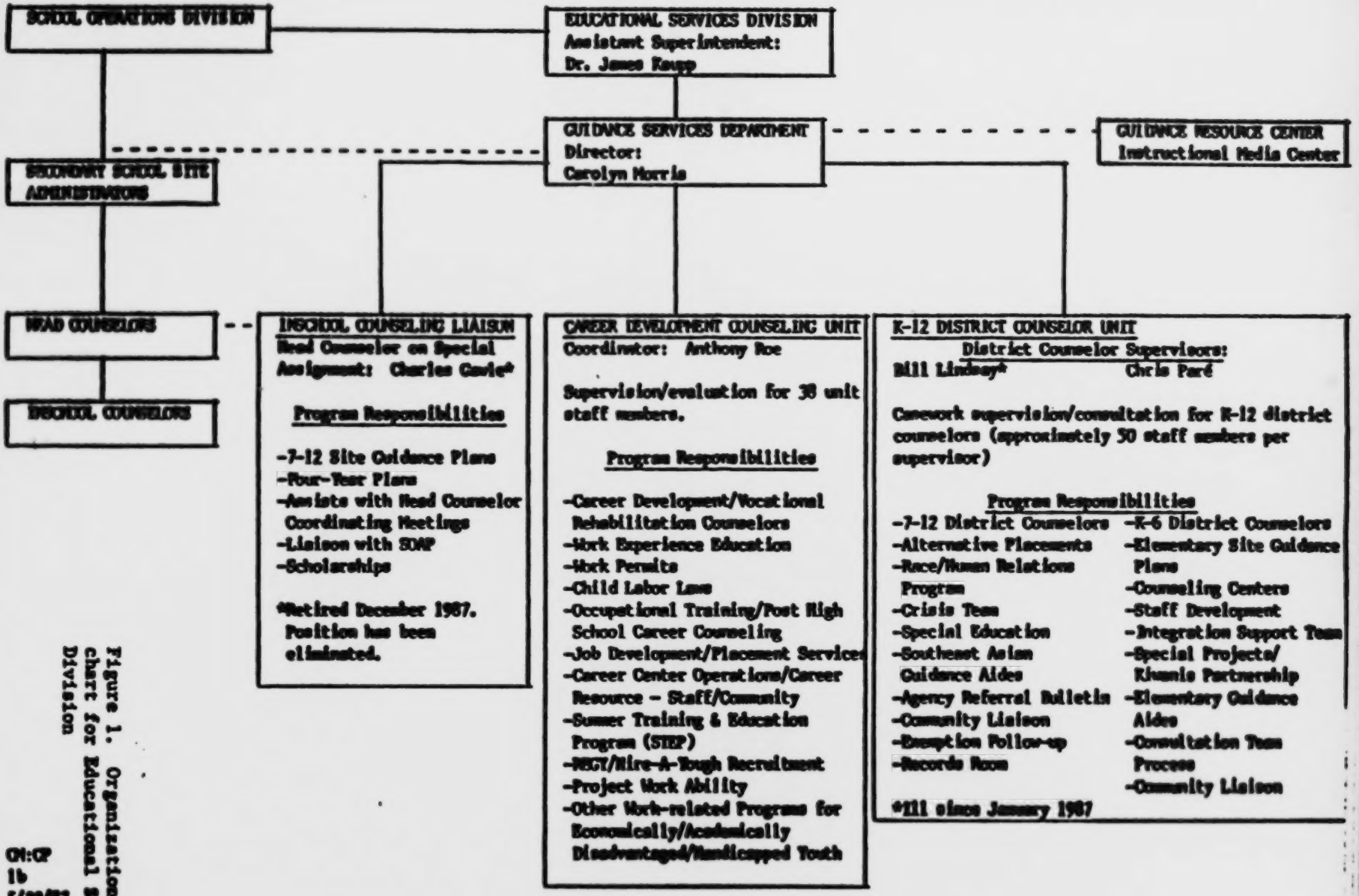


Figure 1. Organizational flow chart for Educational Services Division

CH:CP
1b
*/22/87

Additionally, they serve as assistant supervisors of attendance, liaison for adjustment transfers, crisis team services, and staff/parent resources and training. (See Appendix C for complete job description.)

In the 1986-87 school year there were 101 district counselors providing services to all K-12 students. Two District Counselor Supervisors give direction to district counselors. Both have related duties coordinating certain services on a K-12 basis. District counselors are supervised and evaluated by the District Counselor Supervisors and the Director of Guidance. Principals of sites where district counselors are assigned each year provide input to those evaluations.

The Career Development Coordinator reports directly to and is under the supervision of the Director of Guidance. Career Development Counselors are assigned to secondary sites and work under the general direction of the Career Development Coordinator. The major responsibilities of the Career Development Counselors are:

- Processing of work permit applications
- Carrying out career guidance education and activities
- Supervising work experience education
- Developing job opportunities and placing students

The Vocational Rehabilitation Counselors also report to the Career Development Coordinator. Their major responsibilities are providing career development services to students in special education circumstances and curriculum.

Secondary head counselors and in-school counselors are under the direction of and are evaluated by site administrators. Counselors are chosen by principals for site positions after they have been certified as appropriately qualified through the district approved eligibility process for which the Director of Guidance has primary responsibility. Counselors follow the same Post and Bid procedures followed by teachers. The Director of Guidance holds mandatory monthly inservice/coordinating meetings with head counselors. (See Appendix D for complete job description.)

Each site has the responsibility to develop a site guidance plan based on assessment of the unique needs of its students, staff, and parents. Objectives of the site plans should address the needs revealed by the assessment. In addition, each objective in the K-12 Comprehensive Guidance Plan must be referenced through appropriate activities in the site plan to show accountability for that objective. Site plans and updates of those plans are reviewed and judged by a process mandated by the Director of Guidance and approved by the Educational Services Division. Plans are rewritten as necessary when found lacking in any element. Plans are evaluated and updated yearly as needed. Each plan is rewritten and reviewed every three years. Staff, student, parent and community involvement is mandated.

An analysis of site plans shows much variation in the configuration of counselor responsibilities. At one site, each counselor may be designated for a different responsibility. For instance, counselor A may be responsible for counseling and programs relating to financial aid, counselor B for college selection advising, counselor C for educational program review, and counselor D for administering the testing program. At another school, one counselor or the head counselor may

be responsible for all of these. At some schools, the head counselor carries a caseload of counselees, while at others the head counselor has no student caseload. In most instances, all counselors are responsible for helping carry out these functions even though one particular counselor is responsible for the planning of the program.

Job Descriptions of Elementary Guidance Personnel. Every elementary school is assigned district counselor time from the Guidance Services Department. The district counselors are responsible for the coordination of all guidance activities and the supervision of guidance aides. They work directly with students in all areas of counseling and provide inservice and resource services to the site staff and parents. They coordinate services with youth and family service agencies. District counselors serve in a leadership capacity for the implementation of site guidance plans, counseling centers, and the consultation team.

Guidance aides are also assigned to elementary school sites, and are responsible for much of the day-to-day guidance activities which occurs. They are skilled paraprofessionals trained in the area of guidance, working under the counselor's direction in developmental and preventive activities.

Counseling Centers. Since 1974, the Guidance Department has proposed that elementary counseling programs take place, when possible, within the structure of elementary counseling centers. This program has enjoyed the support and funding of the Kiwanis Club for several years. The centers are located at school sites, often as a part of the school's overall library/media/counseling center program. The centers use a multifaceted approach to meet the guidance needs of students, and emphasize a positive environment and developmental/preventive activities. The centers make use of both district counselor and guidance aide skills, and are considered to be most effective when all school staff members work together to develop a total school guidance program. Many counselors also make classroom presentations and conduct parent education activities as a way of reaching more students, teachers, and parents. Currently, 90 of the 107 elementary schools have counseling centers in operation.

Most of the centers are simply called the "Counseling Center," while others have names not directly referencing the counseling program--such as "Pupil's Place," "Brooklyn Bridge," "The Harbor," "Student Center," "Rainbow Center." The hours of operation range from one hour daily or partial days to full time 7:30 a.m. to 4:00 p.m. daily coverage. Most are located in small private space or in shared space. Few centers have the luxury of being housed in an entire classroom. One counselor reported his/her center as being out "in the boonies," and others indicated they had to hold sessions in very visible and audible stage areas.

Education and Experience of Elementary District Counselors. Of the 58 elementary district counselors who responded to the survey, 38 (65 percent) are former teachers. The average years of experience for the group was 7.6 years, although five counselors each had over 20 years of experience. Three have worked as licensed social workers, and three have a Master's in Social Work degree. All have master's degrees. Ninety-three percent have their Pupil Personnel Services credentials, and 19 percent have Marriage and Family Counseling licenses. One has a doctorate in education, and one other is a licensed psychologist.

Allocation of Elementary Counselors. Elementary district counselors are assigned to sites by a formula based on the school's enrollment. All schools are entitled to one full-day of counselor time, with half-day increments of time determined by the enrollment of 190 additional students above a base of 399 students. Some sites choose to enrich their district counselor allocation by using monies from integration funds, School Improvement Program (SI), Compensatory Education Program (CEP), or Chapter 1 funds. Because of the limited availability of funding sources for some schools, a wide range exists in the ratio of elementary counselors to students. Dewey enjoys a ratio of one day of counselor time per 79 students (based on student enrollment divided by counselor days on site); while Ericson has the highest ratio, with one day of counselor time per 398 students. Grant represents the median, with a counselor on site three days per week and an enrollment of 648 students, which computes to a ratio of 1:213.3 students. The allocation of elementary counselors for all sites is presented in Appendix E.

What are the goals and objectives of the K-12 Guidance Program?

The goals and objectives of the K-12 guidance program are found in the plan approved by the board on November 22, 1983. They are restated in each required site plan. Goals are divided into three domains:

- Personal/Social: To ensure that all students achieve personal and social growth.
- Educational: To ensure that all students develop educational objectives that are consistent with their interests, abilities and values.
- Career: To ensure that all students develop career consistent with their interests, abilities, achievement and long-range goals. (See Appendix A, page 5.)

Originally, each goal contained the words "have the opportunity to." These words were omitted by the board to make it clear that the development of individual student objectives in each domain was the projected outcome, not the provision of the opportunity for developing those objectives.

The K-12 guidance objectives constitute the heart of the program. In the personal/social domain there are sixteen objectives. There are fourteen in the educational and ten in the career domain. Although described as "objectives" the statements given in the "K-12 Guidance Plan" are like commands or activities to be carried out. The elements of a well written objective are generally missing. This creates difficulties when sites write their plans and when judges attempt to evaluate and/or make suggestions for improving these plans. It is a requirement that site plans be written in terms of student outcomes, but the objectives as stated in the plan fail to do this. The following objectives from the plan illustrate the point:

1.1 Provide for early identification for students experiencing achievement problems.
2.4 Assist students and parents in defining, evaluating, and modifying educational goals.
3.1 Develop student recognition of traditional and non-traditional career opportunities for all socio-economic and ethnic groups.

A well written objective should state:

1. Who
2. Will do what
3. Under what conditions or when
4. At what level of proficiency
5. As measured by what

The "K-12 Comprehensive Guidance Plan" outlines the requirements of the site plan. The goal for each domain must be addressed by objectives designed to meet individual site needs. K-12 objectives are not simply restated as site objectives, but referenced to the site goal. (Appendix A, Page 15, K-12 Comprehensive Guidance Plan, Academic Domain illustrates how this is done.) Most objectives in the site plans will reference several district objectives, and district objectives will typically be referenced by more than one site objective. Activities which carry out the objectives are listed and timelines provided. (See example page from site plan, page 16). The quality of site objectives vary from school to school. Most are stated in terms of activities and opportunities as opposed to student outcomes.

Figure 2

EDUCATIONAL DOMAIN
1986-87

Goal:

Population Served: Students, Grades 7, 8 and 9

Person(s) Responsible: Head counselor
Resource teacher
All counselors

1985-86 EVALUATION FROM PREVIOUS YEAR:
1.6.1-1.6.5 Twenty-eight referrals were made to the Resource Specialist by teachers and counselors for screening and consultation. Four students were placed, three in the SGI program and one in a special day class. There is a definite need for support of this program by area IEP teams. Recommendations - Continue program objective for 1986-87 school year.

OBJECTIVE	ACTIVITIES	TIMELINE
1.6 By June 1987, students with possible learning disabilities will have been referred, assessed and placed inan appropriate program for the learning disabled.	1.6.1 Review cum folder of selected students for low grades and test scores. 1.6.2 Selected students referred to Resource Specialist for screening and assessment. 1.6.3 Qualified candidates placed in either Small Group Instruction or RSP. 1.6.4 Counselors/Resource Specialists review learning difficulties with appropriate teachers. 1.6.5 Resource Specialist makes annual review and determines future student needs.	J A S O N D J F M A M J
Need: (Screen referrals. Evaluate and place in appropriate course of study)		
Referenced to District K-12 Guidance Objective(s) (K-12) (2.1) (2.4) (2.7) (2.11) (2.12)		

1986-87 EVALUATION PLAN (INCLUDE EXPECTED OUTCOMES): (Anticipated goal achievement: On going process/evaluation)
1.6.1-1.6.5 Document number of students provided service in learning handicapped program. Continue follow-up review of certificated candidates. Conduct student/parent/teacher (RSP) evaluation.

1986-87 OUTCOMES:

PLANS FOR 1987-88 SCHOOL YEAR:

The last review panel for site plans, in the summer of 1986, consisted of a program evaluator, two head counselors, a secondary principal, and an area operations manager. Final reviews are compiled by the head counselor on special assignment. Reviews are presented to and discussed with individual site management and guidance personnel by the Director of Guidance. Where found lacking in any aspect, plans must be rewritten to meet standards. Responsibility for organizing and supervising this review rests with the Guidance Department. Analysis of 1986-87 plans have these deficiencies:

- Objectives are low level, not stated in terms of observable student outcomes but in terms of opportunities provided.
- Objective outcomes are not measurable or measurement is inexact, cumbersome, and time-consuming.
- The specific district objectives which activities are designed to meet are not clear.
- Needs assessment data are often vague and unrelated.
- Evaluation data presented are often not useful for accountability and planning.
- Referenced objectives in K-12 plan often do not speak to the same issues as the objectives in the site plans.

Interviews conducted for this evaluation show little intrinsic staff involvement in the plan construction process. Plans are generally produced by one person with minimal input from others. They are routinely filed away and provide little day-to-day direction to guidance work. Counselors want to see the process simplified so that relatively few objectives are singled out for emphasis, measurement, and evaluation each year. Counselors report that the "In-School Counseling Calendar" produced by the Guidance Services Department is more useful in directing their monthly activities than the plan and its timelines. (Plans and calendars are available from the Riley Counseling Center.)

Elementary Guidance Objectives and Guidance Plan. K-6 guidance plans are developed according to the same outline used by secondary schools. However, the 40 objectives contained in the three domains are collapsed into 17 for the guidance plan. The three domains are further partitioned by three levels of counseling service, defined by the K-6 Counseling Handbook as:

- Developmental - promoting the positive growth of all students
- Preventive - attending to early warning signs in student behavior, and attempts to intervene
- Remedial - working with students who have chronic or severe problems

Elementary site guidance plans address the 17 objectives within the domain format, and describe activities for each level for service. Appendix F is a diagram of this organizational structure.

According to counselors, head counselors, and site administrators, what are the major activities which consume the time and energy of the counseling staff; and how adequate are these activities in each area?

A survey produced data relative to secondary counselor activities and the adequacy of these activities.* Forty-three items were on the survey, with 16 in

*(See Appendix G for the survey and frequency responses to each item by number and by percents.)

the Educational Domain, 10 in the Personal/Social Domain, and 10 in the Career Domain. Seven items addressed general guidance activities. For each survey item, the respondents estimated how much counselor time/energy is given to a particular activity. They then assessed the adequacy of this time/energy expenditure in meeting the need represented by the activity. There were 111 respondents in total for Form A of the survey:

- 15 Administrators
- 19 Head Counselors
- 59 In-School Counselors
- 9 Career Counselors
- 9 Secondary District Counselors

Activities which consume most secondary counselor time and energy. Table 2 shows the top 11 activities, in order, which consume the most counselor time and energy for counselors, head counselors, and administrators combined. Not all these activities appear in the top 11 of all three groups. For instance, "Providing information to parents, teachers, and students on post-secondary opportunities," (Item 16), appears in the top 11 of the in-school counselors group but not in the "all" group. "Organizing and conducting activities to recognize positive pupil behavior or achievement" (Item 27) appears in the "all" group's top 11 but not in that of the in-school counselors group, where it is eleventh. The ranking of the activities for the "all" group in most cases follows closely the ranking of the in-school counselors because their number is over twice the number of the other two groups.

TABLE 2
COUNSELOR ACTIVITIES TOP ELEVEN ITEMS GIVEN
TIME AND ENERGY IN ORDER OF PRIORITY
FOR ALL GROUPS

Item Number	Item	Mean Response*
21	Assisting students identified as experiencing achievement or behavior problems	1.19
8	Parent conferencing	1.33
2	Providing academic counseling to individuals	1.38
4	Assisting students in course selection	1.44
17	Providing counseling to individuals to assist with personal/social growth	1.36
5	Programming for Promotion/Retention	1.47
12	Conferring with teachers about an individual student's educational performance	1.49
28	Providing counseling to individuals to assist with appropriate occupational choices	1.67
16	Providing information to parents, teachers, and students on post-secondary opportunities	1.87
37	Administering standardized achievement or aptitude tests to groups of students	1.93
27	Organizing and conducting activities to recognize positive pupil behavior or achievement	1.95

*1=High; 3=Low

Seven activities appear in the top ten for all three groups: administrators, head counselors, and in-school counselors. These activities are listed in the order of the rankings of the in-school counselors:

- 21 Assisting students identified as experiencing achievement or behavior problems
- 8 Parent conferencing
- 17 Providing counseling to individuals to assist with personal/social growth
- 2 Providing academic counseling to individuals
- 4 Assisting students in course selection
- 5 Programming for Promotion/Retention
- 37 Administering standardized achievement or aptitude tests to groups of students

Since parent conferencing (Item 8) focuses on some aspect of the student's life, we see that those top six activities receiving the most attention--as attested to by all three groups--are those dealing directly with the academic and personal/social life of the individual student. The test administration activity (Item 37) probably appears in the top ten of all groups because of the increased testing required in the last three years:

- Grade 9 court-required CTBS testing
- Grade 8 California Assessment Testing (Writing Sample)
- Grade 8 American College Testing, Career Planning Program
- Golden State exams

"Parent conferencing" (Item 8) ranks so high on the list because the following recently mandated district policies require it:

- Four-year academic plan conferencing at grade 8
- General academic review conference at grade 10 (state mandate)
- Mandated conferences associated with the promotion/retention policy
- Mandated conferences associated with proficiencies

Parent conferencing will continue to grow as a counselor responsibility as new state legislation requiring interpretation of test results is implemented.

Activities which consume the least counselor time and energy. Table 3 shows those ten items to which the three groups assign the least amount of time and energy. "Conducting follow-up studies of graduates" (Item 42) is not an activity traditionally associated with in-school counseling. Item 36, "Arranging placement interviews for graduates and for dropouts," is a low priority activity according to all three groups. However, 33 percent of the career counselors responding to the survey gave it a "high" priority. "Organizing and conducting family planning activities for students" (Item 24) ranked low for various reasons. Some counselors object to the item; others say they do not know what it means. From comments and interviews, it appears that many counselors feel it is an area not expected of them by the community. Some probably interpreted it to mean "sex" counseling. All three groups respond that the time/energy expended in this area was "inadequate."

"Conducting exit interviews for early school leavers" (Item 23) receive "low" rankings by 80 percent of the administrators, 53 percent of the head counselors, and 56 percent of the in-school counselors. In follow-up interviews, respondents say that most school leavers are gone before they have a chance to interview them. Their leaving often is not noted until after a series of absences are reported and someone calls the home. "Administering tests to individual students" (Item 38) is a task assigned to psychologists trained for that purpose. Makeup of group testing is usually done in groups assembled for that purpose, not individually. While "Helping teachers apply counseling techniques" (Item 13) is near the bottom of activities receiving counselor attention, it ranks highest on the list in terms of the "inadequacy" of operation.

TABLE 3
RESULTS: COUNSELOR/ADMINISTRATOR SURVEY
TEN ITEMS ASSIGNED THE LEAST AMOUNT OF TIME AND ENERGY
(ALL GROUPS)

Item Number	Item	Mean Response*
13	Helping teachers apply counseling techniques	2.52
26	Organizing and conducting activities on substance abuse for students	2.50
38	Administering tests to individual students	2.50
18	Providing counseling to groups of students to assist with social growth needs	2.49
42	Conducting follow-up studies of graduates	2.94
36	Arranging placement interviews for graduates and for dropouts	2.91
24	Organizing and conducting family planning activities for students	2.19
33	Working with vocational instructors in achieving appropriate work experience placement	2.55
23	Conducting exit interviews for early school leavers	2.54
7	Providing counseling/activities to help students develop decision-making skills	2.53

*1=High; 3=Low

Survey Items 42 and 26 represent activities which, while currently receiving limited attention, will become more important if:

- Counselors take greater responsibility for drug education and counseling
- Counselors following the recommendations of important national reports and become more involved in the total life of the school, including curriculum needs and innovations

Six activities ranked in the bottom 10 of all three groups of respondents:

- 42 Conducting follow-up studies of graduates
- 36 Arranging placement interviews for graduates and for dropouts
- 24 Organizing and conducting family planning activities for students
- 38 Administering tests to individual students
- 23 Conducting exit interviews for early school leavers
- 13 Helping teachers apply counseling techniques

Adequacy of the operation of activities. The second survey question for each item is: "Is the operation of this activity adequate or inadequate?" Adequacy/inadequacy does not match strongly with the amount of time and energy put into the activity by counselors. For instance, in the top ten activities receiving most time and energy, only three are in the top ten of adequacy. Number 21, "Assisting students identified as experiencing achievement or behavior problems," appears for the in-school counselors at the top of the list consuming time and energy. It is rated ninth from the bottom on adequacy.

Table 4 shows the ten guidance activities rated by all three groups as receiving most adequate time and energy. Of those ten items, five appear on all three lists. They are 6, 14, 22, 5, and 37, which appears as receiving the highest adequacy by all three groups. All other items appearing in the top ten items of the administrators appear on no other list of top ten: 32, 1, 34, 35, and 33. All items appearing on the in-school counselor's top ten appear on the top ten of the head counselors, but in differing orders.

TABLE 4
RESULTS: COUNSELOR/ADMINISTRATOR SURVEY
TEN ITEMS RATED BY ALL THREE GROUPS AS
MOST ADEQUATE IN OPERATION
ALL GROUPS

Item Number	Item	Mean Response*
37	Administering standardized achievement or aptitude tests to groups of students	1.08
14	Providing information to parents, teachers, and students on financial aid and scholarships	1.18
5	Programming for Promotion/Retention	1.18
38	Administering tests to individual students	1.21
15	Gathering and maintaining up-to-date information on post secondary institutions	1.21
10	Assisting parents/staff in referring students to special schools, programs, etc.	1.21
4	Assisting students in course selection	1.21
22	Assisting parents/staff in referring students with severe problems to community agencies	1.22
6	Programming to meet equity guidelines	1.23
39	Interpreting and presenting test results	1.24

*1=Adequate; 2=Inadequate

Table 5 shows the ten guidance activities rated by all three groups as least adequate in meeting school needs. Four of these activities (Items 13, 24, 42, and 36) appear on all three lists. All four also appear near the bottom of the list for the three groups in terms of time and energy expended. All, therefore, represent areas where counselors are doing very little but recognize that much needs to be done. These represent activities which take the counselors away from their offices, involve them in group activities, and reach beyond the counseling area.

TABLE 5
RESULTS: COUNSELOR/ADMINISTRATOR SURVEY
TOP TEN ITEMS RATED BY ALL THREE GROUPS
AS LEAST ADEQUATE IN OPERATION

Item Number	Items In Rank Order, Descending To Least Adequate	Mean Response*
13	Helping teachers apply counseling techniques	1.65
18	Providing counseling to groups of students to assist with social growth needs	1.60
24	Organizing and conducting family planning activities for students	1.57
42	Conducting follow-up studies of graduates	1.57
36	Arranging placement interviews for graduates and for dropouts	1.54
19	Promoting effective inter-group relations	1.53
26	Organizing and conducting activities on substance abuse for students	1.52
20	Providing activities to promote student self-awareness regarding personal goals/values	1.51
17	Providing counseling to individuals to assist with personal/social growth needs	1.48
21	Assisting students identified as experiencing achievement or behavior problems	1.44

*1=Adequate; 2=Inadequate

Two very different items are those ninth and tenth from the bottom in adequacy of operation:

- 17 Providing counseling to individuals to assist with personal/social growth
- 21 Assisting students identified as experiencing achievement or behavior problems

These two appear at the very top of items in the receiving time and energy column. They are items on which counselors expend a great deal of their time and energy resources; yet, counselors, head counselors, and administrators agree that these are two areas needing much more attention. It attests to the tremendous need of students for assistance with personal and achievement problems.

Secondary counselor logs of daily activity. To obtain another indication of how counselors spend their time and energy, four junior high counselors and four senior high counselors were asked to keep logs of their daily activities for 20 consecutive school days. (See Appendix H for log activities, directions, and calendar forms. This appendix also contains results of the logs expressed in terms of total hours devoted to each activity, by junior high, senior high, and combined.)

Table 6 shows the log activities listed according to combined junior and senior high counselors, in rank order from highest number of hours devoted to that activity to lowest. To the right, columns 4 (junior high) and 5 (senior high) show the ranking by those divisions. Some log keepers were more able to fit all activities into suggested practices provided than "others." Junior high counselors listed a high number of "Other" activities. When "other" was used, notations were made. That activity listed most often as "other" was "writing passes" which appeared 16 times.

If "writing passes" is added to the number 6 activity (ranked ninth) at junior high, "Filing/inconsequential paperwork" becomes the number 1 activity of junior high counselors. Even without this addition, it is number 6 at junior high and number 8 at senior high. All together, counselor logs showed 70 hours of this activity for the four-week period when logs were kept. This is six percent of the total time of eight counselors. For senior high counselors, it was 4.7 percent. In contrast, program changes at senior high took up 9.1 percent of the counselors' time. Filing and inconsequential paperwork is a part of the "the mechanics of counseling," as one counselor put it. Some of that--sending for students, for instance--can partly be done by student monitors. Even then, the counselor must designate the name and the time the student is to be sent for, as well as supervising and monitoring the student monitors. Two counselors said that even filing becomes a part of counseling, since in doing that the counselor is kept up-to-date on the counselee's life.

TABLE 6

LOG ACTIVITIES BY RANK ORDER, MOST TIME TO LEAST

Activity Number	Activities: Rank Order for Combined Groups	Rank Order by Group		Total Hrs 8 Counselors Times 20 Days
		Junior High	Senior High	
13	Other	1	9	134.00
14	Parent telephone conference	2	4	88.50
18	Reviewing/monitoring student progress: credits, classes	7	2	88.25
22	Student/teacher conference: disciplinary referral	3	5	84.75
16	Program changes	18	1	74.75
9	Filing/inconsequential paper work	5	8	70.50
21	Student/parent conference	13	3	65.50
29	Supervision: lunch	4	12	64.75
28	Student/counselor requested conference: personal/social	6	11	62.00
31	Teacher conference	14	7	56.50
19	Review/conference with others on students: personal/social	8	15	51.25
12	Meetings (other than guidance)	11	10	51.00
24	Student/counselor requested conference: academic	21	5	42.50
8	Guidance council/faculty meetings	16	16	34.50
4	Completing reports	17	18	31.00
32	Waiting: for counselee to appear	18	27	30.50
34		9		29.75
7	Doing class/group presentations	19	14	29.00
17	Programming new students	15	23	27.00
5	Conferring with other counselors informally	22	17	21.25
26	Student/counselor requested conference: college entrance		13	19.75
30	Supervision: student activity	20	24	18.50
20	Student conference: parent requested	24	20	15.75
15	Planning class/group presentations	26	21	12.25
23	Student/teacher conference: other referral	23	25	11.00
25	Student/counselor requested conference: career		22	10.50
1	Articulation materials development	28	26	4.25
6	Counselor inservices	25	29	4.00
27	Student/counselor requested conference: college finance		27	3.50
33	Waiting: for parents to appear	27	27	2.25

Only five activities appeared in the top ten of both junior and senior high counselors:

- Other
- Parent telephone conferences
- Reviewing/monitoring student progress, credits, classes, GPA's
- Student/teacher conference: disciplinary referrals
- Filing/inconsequential paperwork

A comparison of the rankings shows differences between the job of junior high and senior high counselors. While "program changes" ranks eighteenth for junior high counselors, it is first for senior high counselors. Junior high/middle school students do not have as many course choices or as many opportunities to change as senior high students. Furthermore, senior high students have gained the experience which enables them to change classes more often than junior high students. A high number of program changes may reflect a soft or lenient counseling policy; it may just as well reflect a continuing effort to match the students' needs with the curriculum.

Do the data from the logs confirm or refute the survey data? A comparison of the top ten items of the survey and the top ten items of the logs shows similar use of time and energy.

	Survey		Logs
1.	Assisting students identified as experiencing achievement or behavioral difficulties	1.	Other
2.	Parent conferencing	2.	Parent telephone conferencing
3.	Providing counseling to individuals to assist with personal/social needs	3.	Reviewing....student progress, credits, etc.
4.	Providing counseling to individuals	4.	Student/teacher conference: referrals
5.	Assisting students in course selection	5.	Program changes
6.	Programming for promotion/retention	6.	Filing/paperwork
7.	Conferring with teachers on individual student performance	7.	Student/parent conference
8.	Providing counseling...to assist with appropriate occupational choices	8.	Lunch supervision*

*Each school receives, according to formula, supervision allocation for such times as lunch hour. If the school allocates this supervision to counselors, then it is not counted as counselor time. Additionally, some counseling can go on during supervision if planned for and promoted. Counselors' chief complaints against supervision is that it breaks up their day and takes their attention and energies away from their offices where students expect to find them and the records needed to do counseling.

9. Providing information...on post-secondary opportunities	9. Student conferences: personal/social
10. Administering...tests to groups of students	10. Teacher conferences

The data provided by the logs do tend to substantiate the data produced by the surveys.

What are the factors, positive and negative, which impact sites' guidance program?

Factors which impact secondary guidance positively (Survey Response). Part B of the counselor and administrator survey produced data to show how 39 items impact the guidance program. The possible response pattern is 1 to 5, with 1 representing a strongly positive impact and 5 a strongly negative impact. Therefore, a response of less than 3 indicates a positive impact for an item (See Appendix I). Table 7 shows the eight activities which receive a response of less than 2, showing a highly positive response:

TABLE 7
RESULTS: COUNSELOR/ADMINISTRATOR SURVEY
EIGHT ITEMS SHOWING A HIGHLY POSITIVE RESPONSE
FACTORS WHICH IMPACT SECONDARY GUIDANCE

Item Number	Rank Order, High to Low	Mean Response			
		All	Administrator	Head Counselor	In-School Counselor
15	Professional competency of staff	1.53	1.37	1.48	1.59
16	Guidance staff cohesiveness, cooperation, and communication	1.58	1.47	1.29	1.72
10	Support from administration	1.72	1.16	1.76	1.88
19	Equity in student placement	1.89	1.68	2.05	1.89
26	Carrying out the requirements for completing the 4-year plan	1.93	1.33	2.10	2.08
6	Clarity of school's goals and policies	1.93	1.26	2.00	2.12
8	Clarity of guidance staff roles	1.94	1.53	2.10	2.02
20	Promotion/Retention policy	1.98	1.95	2.10	1.90

Five of the items--15, 16, 10, 6, and 8--show satisfaction with staff expertise, counselor professionalism, and intercommunication and support of the schools' staffs.

Items 19, 26, and 20 (Table 7) of the survey reveal strong positive perceptions by the three groups combined of the impact of high-priority policies with the Board of Education and the administrative leadership of the district: equity in student placement, completing the four-year plan at grade 8, and enforcing the promotion/retention policy.

However, as the table and Figures 3 and 4 show, there is a wide disparity in the levels of positive perceptions between the three groups. Figure 3 shows the disparity in the number of items receiving less than a mean of 2 for each group.

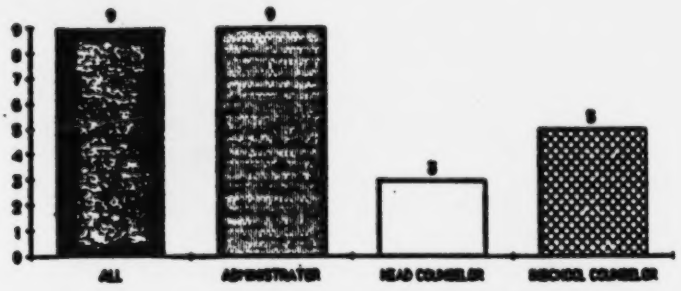
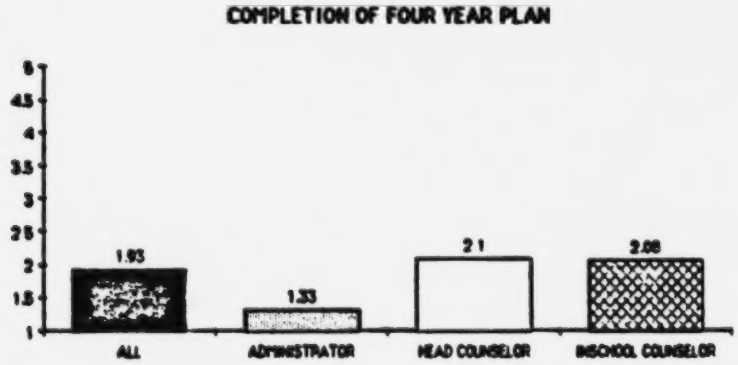
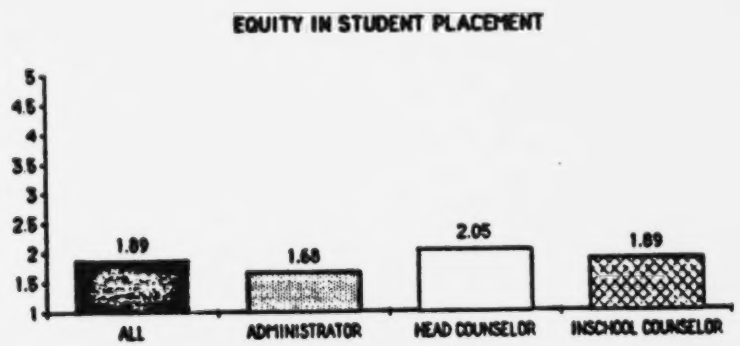


Figure 3. Disparity in number of items receiving less than a mean of two.





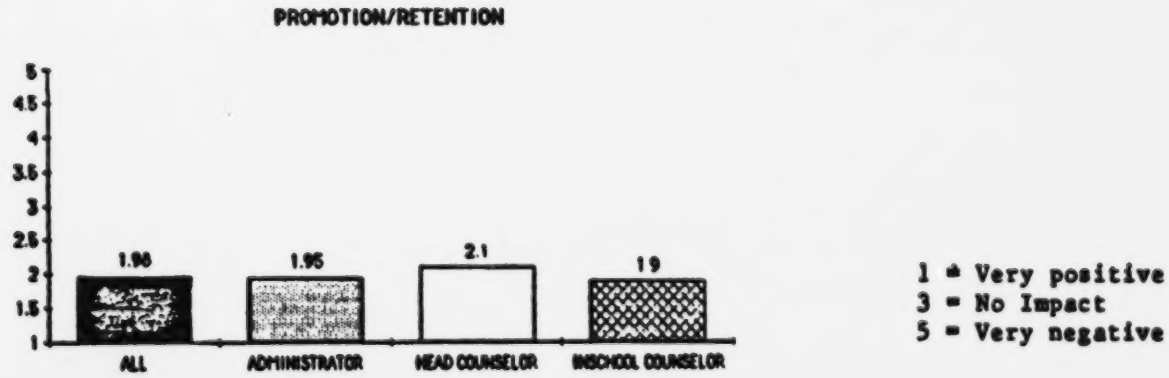


Figure 4. Response of groups to three positive items related to board policies.

Counselor Knowledge as a Postive Impact. In the follow-up interviews of counselors, head counselors, and administrators, 12 areas of counselor knowledge were assessed. Table 8 shows the results of these interviews.

Of the 12 areas of counselor knowledge assessed, "multiethnic needs and expectations," "tests and measurements," and "psychology of adolescence" are the three areas that received the highest ratings from head counselors and counselors. "Multiethnic needs" and "tests and measurements" are also among the top three areas rated by administrators. Almost 87 percent of the respondents rate counselor knowledge of "multiethnic needs and expectations" above average (4 rating) or high (5 rating), with mean scores of 4.21, 4.46, and 4.24 for administrators, head counselors, and counselors, respectively. Over 73 percent rated counselor knowledge of "tests and measurements" above average or high (4 or 5 rating), with mean scores of 4.00 (administrators), 3.96 (head counselors), and 4.17 (counselors). Over 83 percent of the head counselors and counselors rated counselor knowledge of "psychology of adolescence" above average or high.

TABLE 8
PERCEPTIONS OF COUNSELOR KNOWLEDGE IN TWELVE AREAS
NUMBER AND PERCENT RESPONSES, EACH LEVEL

	Low 1		2		3		4		High 5		No Answer	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Child growth and Development												
Administrators	0	0.0	1	6.7	4	26.7	5	33.3	4	26.7	1	6.7
Head counselors	0	0.0	0	0.0	9	33.3	10	37.0	7	25.9	1	3.7
Counselors	0	0.0	1	3.8	4	15.4	14	53.8	6	23.1	1	3.8
Psychology of Adolescence												
Administrators	0	0.0	1	6.7	4	26.7	5	33.3	4	26.7	1	6.7
Head counselors	0	0.0	0	0.0	4	14.8	14	51.9	8	29.6	1	3.7
Counselors	0	0.0	0	0.0	3	11.5	12	46.2	10	38.5	1	3.8
Learning Theory												
Administrators	0	0.0	2	13.3	7	46.7	4	26.7	1	6.7	1	6.7
Head counselors	1	3.7	3	11.1	9	33.3	11	40.7	2	7.4	1	3.7
Counselors	0	0.0	1	3.8	7	26.9	14	53.8	3	11.5	1	3.8
Behavior Modification												
Administrators	0	0.0	0	0.0	3	20.0	5	33.3	6	40.0	1	6.7
Head counselors	0	0.0	1	3.7	7	25.9	12	44.4	6	22.2	1	3.7
Counselors	0	0.0	1	3.8	5	19.2	10	38.5	9	34.6	1	3.8
Group Dynamics												
Administrators	0	0.0	1	6.7	6	40.0	4	26.7	3	20.0	1	6.7
Head counselors	0	0.0	1	3.7	9	33.3	10	37.0	5	18.5	2	7.4
Counselors	0	0.0	1	3.8	6	23.1	12	46.2	5	19.2	2	7.7
Change Theory												
Administrators	0	0.0	3	20.0	5	33.3	4	26.7	1	6.7	2	13.3
Head counselors	1	3.7	1	3.7	10	37.0	8	29.6	3	11.1	4	14.8
Counselors	0	0.0	3	11.5	7	26.9	8	30.8	2	7.7	6	23.1
Curriculum Development												
Administrators	1	6.7	0	0.0	5	33.3	6	40.0	2	13.3	1	6.7
Head counselors	0	0.0	4	14.8	5	18.5	14	51.9	3	11.1	1	3.7
Counselors	0	0.0	3	11.5	8	30.8	6	23.1	6	23.1	2	7.7
Needs Assessment Techniques												
Administrators	0	0.0	1	6.7	5	33.3	6	40.0	2	13.3	1	6.7
Head counselors	0	0.0	1	3.7	7	25.9	14	51.9	4	14.8	1	3.7
Counselors	0	0.0	1	3.8	7	26.9	9	34.6	7	26.9	2	7.7
Tests and Measurements												
Administrators	0	0.0	1	6.7	1	6.7	9	60.0	3	20.0	1	6.7
Head counselors	0	0.0	0	0.0	8	29.6	11	40.7	7	25.9	1	3.7
Counselors	0	0.0	0	0.0	4	15.4	12	46.2	8	30.8	2	7.7
Multiethnic Needs and Expectations												
Administrators	0	0.0	0	0.0	2	13.3	7	46.7	5	33.3	1	6.7
Head counselors	0	0.0	0	0.0	1	3.7	12	44.4	13	48.1	1	3.7
Counselors	0	0.0	2	7.7	1	3.8	11	42.3	11	42.3	1	3.8
Time Management												
Administrators	0	0.0	3	21.4	1	7.1	7	50.0	2	14.3	1	7.1
Head counselors	0	0.0	2	8.7	2	8.7	13	56.5	5	21.7	1	4.3
Counselors	0	0.0	3	13.0	7	30.4	5	21.7	7	30.4	1	4.3
Stress Management												
Administrators	0	0.0	1	7.1	2	14.3	7	50.0	3	21.4	1	7.1
Head counselors	0	0.0	2	8.7	6	26.1	11	47.8	3	13.0	1	4.3
Counselors	0	0.0	4	17.4	5	21.7	9	39.1	4	17.4	1	4.3

All three groups identify "change theory," "learning theory," and "curriculum development" as areas where counselor knowledge is lowest. Only 38 percent rate counselor knowledge in "change theory" as above average or high, with mean scores of 3.23 (administrators), 3.08 (head counselors) and 3.45 (counselors). It appears that the responses to this question may have been skewed to reflect a lack of understanding on the respondents' part as to what was meant by the term "change theory." There was an unusually high number of no response: about half of the respondents feel that counselor knowledge of "learning theory" is above average or high. Slightly over half feel this way about counselor knowledge of "curriculum development."

The three groups are not in agreement with the other six areas of counselor knowledge assessed. However, a comparison of the variation in ranking of the twelve knowledge areas shows the responses for the three groups to be very similar.

As might be expected, the counselors as a whole give themselves higher ratings in the interview than do administrators or head counselors. Counselors rate their knowledge in five of the twelve areas above average to high: "psychology of adolescence" - mean score of 4.28, "multiethnic needs and expectations" - 4.24, "tests and measurements" - 4.17, "behavior modification" - 4.08, and "child growth and development" - 4.00. Mean scores of the remaining seven categories range from 3.92 ("needs assessment") to 3.45 ("change theory").

By comparison, mean scores for only two of the twelve knowledge areas rated by head counselors and three of the twelve knowledge categories rated by administrators score in the above average to high range. Consistent with the theory of central tendency and the tendency for people to overrate others, the responses tend to cluster around 3.6 for each knowledge category.

Interview respondents frequently addressed staff development needs by citing one or more of the items on interview question #3 concerning counselor knowledge. Sixteen respondents expressed a need for staff inservicing on current social problems such as AIDS, teenage pregnancy, teen suicide, and drug abuse. In responding to later questions in the interview sequence, counselors felt that inservice should include providing teachers with more effective techniques of classroom management and with accurate information about the role and duties of the counseling staff. Many counselors feel that teachers frequently misuse them or fail to understand the pressures they work under. Thirteen of the 32 counselors interviewed list stress reduction as a major need in counselor inservice. Ten mentioned time management and prioritizing as areas of need. Seventeen counselors gave responses indicating a desire for training in "heavy discipline," crisis situations, and violent reactions of emotional situations. Seven expressed a need for more counselor expertise in legal rights and responsibilities. Training in the use of computers and software is a frequently voiced need.

Factors which impact secondary counseling negatively (Survey Response). Table 9 shows those items from the survey which receive a mean score of 3 or more from any group or the combined groups. Advisory committee members agreed that items receiving a mean score of 3 or more on a scale of 1 to 5 with 5 low would be indicative of areas of concern. Counselors give mean scores of 3 or

more to nine items, head counselors to eight, and administrators to only two. Head counselors give a 3 or more to seven of the nine to which counselors had given such means. All agree that items:

- 39 Paperwork that is not guidance related
- 38 Required paperwork

have a very negative impact on the counseling program.

TABLE 9
RESULTS: COUNSELOR/ADMINISTRATOR SURVEY
NINE ITEMS SHOWING A NEGATIVE RESPONSE
FACTORS WHICH IMPACT SECONDARY GUIDANCE

Item Number	Item	Mean Response*			
		All	Administrator	Head Counselor	In-School Counselor
39	Paperwork that is not guidance related	4.14	3.68	4.57	4.10
38	Required paperwork	3.94	3.21	4.43	4.00
37	Other discipline	3.27	2.74	3.67	3.30
7	Size of guidance staff	3.20	2.84	3.48	3.22
2	Guidance budget	3.19	2.89	2.43	3.19
1	Physical facilities	3.15	2.58	3.33	3.28
36	Classroom discipline	3.11	2.21	3.62	3.22
23	Carrying out OCR requirements for balancing classes	2.99	2.61	3.33	2.98
24	Carrying out the provisions of Title 9	2.93	2.50	3.10	3.00

*1=High; 5=Low

Negative impact of paperwork. Individual interviews with counselors confirm the negative impact of paperwork. Although a few counselors have a benign or stoical attitude toward this item, most of them express sentiments that are captured by this respondent's remark: "Paperwork takes away from your major role...every time you get involved in a state or district program, there's more paperwork... There's too much duplication of records and not enough input from those people who have to use the forms... In recent years it's gotten a lot worse...it's really become unmanageable." One counselor describes the paperwork and recordkeeping system as "archaic," and several of them say that a modern data processing system would relieve the counselors of the paperwork burden and free them to provide more counseling services to students. Views such as these were also expressed in discussion of interview questions relating to the need for paraprofessional assistance and the size of the counseling staff. It should be noted, however, that several respondents do not express resentment or dissatisfaction with paperwork requirements. One could speculate that these respondents were talking about other counselors "who like paperwork and spend more time on it than others." Several persons replied affirmatively when directly asked that question.

Negative impact of discipline. Counselors and head counselors agreed that their involvement with "Classroom Discipline" and "Other Discipline" has an adverse affect on the achievement of counseling goals (items 36 and 37). Administrators did not see discipline as affecting the guidance program as negatively as did counselors.

We interviewed one counselor at each secondary school to probe his/her feelings on counselor involvement in discipline. Most counselors see the management of discipline as incompatible with their role as helping agents. This is the case when discipline involves punishment. However, a clear majority feel that involvement of the counselor in the disciplining of students is quite appropriate when the involvement consists of educating and instructing students in managing conflict and in understanding the consequences of their behavior. Same say it is not only "appropriate" but necessary to deal with behavioral problems in dealing with the whole child/person. Many report that it is impossible to avoid discipline since most of the students counseled are those who are referred for disruptive behavior. Depending on the attitudes of the counselor and the job requirements as defined by the site administrators, some counselors are heavily involved in dispensing punishment, excluding suspensions, which all feel is an administrative responsibility. As previously noted, there were many complaints about teachers who "overuse" the referral system and do not know how to make appropriate use of counselor resources. A number of counselors believe that discipline problems could be significantly reduced if they had the opportunity to engage in group counseling for preventive work with students; most of their "counseling time" is performed in a reactive rather than proactive mode.

Negative impact of physical facilities. Counselors rate physical facilities as having an adverse or negative affect on the guidance program. They assign a mean of 3.28 to the item, and head counselors assign a mean of 3.33. Administrators gave physical facilities a score of 2.58, not in the range to be considered as indicative of a problem to solved; but this was the seventh most negative item for administrators. Administrators tended, in this survey, to be more positive in outlook than the troops in the trenches. Again, interviews helped to clarify counselor assessment of their office and guidance space.

Responses to this question were generally uniform. Even in those settings in which counselors had private offices, complaints were made about inadequate space for group meetings, waiting areas for students and parents, and/or having the counseling office area geographically associated with administrative offices. Most respondents express very strong negative feelings about the lack of privacy and the consequent absence of confidentiality in conferencing with students and parents. Fewer than ten percent of those interviewed, excluding administrators, report satisfaction with their space/physical working conditions. Interestingly, several of the administrators interviewed reported that space configuration was highly satisfactory at the same sites where counselors lamented their lack of privacy or other shortcomings of their space allocation.

Size of guidance staff and budget as a negative factor. On survey items, size of guidance staff is rated 3.22 by counselors and 3.33 by head counselors. Administrators assigned 2.84 to this item--their fourth most negative item. Size of guidance staff determines, in part at least, the caseload of each counselor. As stated above, counselors are allocated on the basis of 425 students each at middle and junior high schools and 405 each at senior highs. However, other factors determine to some extent the caseload of any particular counselor. If the head counselor carries no caseload, then other counselors' loads become larger. If one counselor is assigned several speciality tasks--e.g., college selection and entrance advising, college financing and scholarships, testing coordination--then part of that person's caseload is transferred to another counselor. If a school is eligible for 2.5 counselors and the 0.5 is spent on aides, then the assigned caseloads of the two remaining counselors are larger.

A comparison was made of caseloads in the San Diego City Schools with those of selected secondary county schools. The Directory of School and Community College Districts and San Diego County Office of Education, 1987, is published by the San Diego County Office of Education. It contains the names of the staffs and their positions for all the county schools. These staff listings were analyzed for positions which might be counseling or closely related positions. Telephone interviews were made where titles were not clear. Table 11 shows the results of this analysis. It shows a wide variety in counselors assigned and guidance staff allocated. Escondido High School, enrollment 1,602, has six counselors listed, a nurse, and 0.5 psychologist. Carlsbad High School with 1,550 enrollment has no counselors listed. They do have three guidance technicians, one guidance aide, and 0.5 psychologist position. Granite Hills High School has three counselors, one career development teacher who handles the work experience classes, and two guidance information specialists. They also list a programs clerk. When asked how her task contributed to the counseling program, she reports that all programming and program changes are done by her and the guidance information specialists. Many of the county schools list a psychologist position. All schools called report that the assigned psychologist works exclusively with the special education program. In the San Diego Unified District, these personnel are assigned to the district level office. Since those in county schools work under district direction also, there is little difference in their work and supervision (See Table 10).

San Diego Unified secondary schools are staffed on the basis of one counselor per 425 students at junior high and 405 students at senior high level. Patrick Henry High School with an enrolment of 2,135, has five counselors and a head counselor listed. Additionally, a career counselor is assigned four days per week. Services of district counselors are available four days per week. There are two guidance aides listed and one career technician, as well as a nurse. A data clerk and the registrar provide some clerical assistance. Services of a psychologist are available for individual testing and placement purposes.

Appearances can be deceiving unless one knows the particular philosophy of the schools, the interaction of teachers with guidance, and the allocation of counseling duties. However, from the analysis of staff listed and services available, San Diego Unified appears to have as rich a guidance formula for staffing and support as any other district in the county.

TABLE 10
COUNTY SCHOOLS GUIDANCE AND COUNSELING STAFFING

District	School	Level	Number of Counselor	Other Guidance Personnel	Enrollment
Alpine Union	Joan MacQueen	6-8	1	Health Aide	717
Borrego Springs	Bonsall Union	K-8	0	School Nurse	835
Cajon Valley	Bostonia	K-6	0		547
Borrego Springs	Bor.Spr. High	9-12	0	Speech Ther.	151
Cajon Valley	C.V. Jr. High	7-8	1		649
Cajon Valley	Emerald Jr.	7-8	1		690
Cajon Valley	Greenfield	7-8	1		569
Cajon Valley	Montgomery	6-8	1		
Cajon Valley	Kelly School	K-6		Guidance Aide	554
Carlsbad Unified	Carlsbad H.S.	9-12		3-Guid. Tech. Guidance Aide Peer Coun. Tch Psychologist	1,550
Vista Unified	Vista	9-12	7	4-Deans Guidance Tech.	3,183
Coronado	Coronado Mid.	6-8	0.5	0.5-Dean	410
Coronado	Coronado H.S.	9-12	1	Nurse	730
Escondido	Escondido H.S.	9-12	6	0.5-Psych. Nurse	1,602
Escondido	Orange Glen	9-12	5	Nurse Psychologist	2,054
Grossmont	El Caj. Valley	9-12	3 1-Bil.	2-Guid.Info.Sp 1-Bil. Guid. Info. Sp. 1-Program Clk.	1,788
Grossmont	Granite Hills	9-12	3	Career Dev. Records Clerk 2-Guid.Info.Sp	2,208
Sweetwater Union	Bonita Vista	7-9	3		1,168
Sweetwater Union	Sweetwater	10-12	2.5	Couns/Wrk.Exp. Cert. Adm. As.	1,802
San Diego Unified	Patrick Henry	10-12	6	District Coun. Career Coun. 2-Guid. Aides Career Tech. Nurse	2,135

Item 2 of the survey, guidance budget, also arouses a negative response by counselors--3.19, but not by head counselors where it receives a 2.43 and is twentieth down the list in negativity. Though assigned a mean of 2.89 by administrators, this item is their third most negative on the survey, as administrators tend to give positive responses.

Impact of the head counselor position on the guidance program. Each secondary site is eligible for one head counselor position. Sometimes the leadership of the guidance program may be assumed by or delegated to a vice principal. The head counselor position is included in the assignment formulas for counselors. For example, if a school of 1,300 students chooses to have a head counselor, that position would be one of the three counselors assigned. Two questions on the secondary interview deal with the head counselor position and how it impacts the guidance program:

- Under what circumstances should the head counselor have a caseload? What could be the impact at your school if the head counselor had a caseload?

- What administrative function might be properly assigned to the head counselor?

The question of requiring a caseload for head counselors elicited ambivalent responses. A few respondents preferred that the person in charge of counseling not have a caseload at all, while others felt that a caseload was a proper responsibility of the head counselor. Practically all maintained that caseloads of the head counselor, where recommended, should be a small one, since that person typically had responsibilities not usually performed by the regular counselors. The issue seemed to hinge on student enrollment and the number of counselors at a given school site. Many counselors, as well as head counselors, reported that maintaining a small caseload helped the latter maintain contact with students and made the workload of counselors somewhat less onerous. Only at the largest schools or at larger magnet schools did respondents feel head counselors should be free from student caseload.

A wide variety of opinions was voiced in response to the question of assigning administrative functions to the head counselor, primarily because respondents interpreted "administrative functions" quite differently. Some felt that head counselors should perform no administrative duties at all while others saw the head counselor's role as principally administrative. Some said that the head counselor should assist with master scheduling; others felt that to be the responsibility of the vice principal; and still others reported that the master schedule duty depends on the school and the size of its enrollment. The management of discipline was also frequently discussed in the context of this question. In general, administration of the guidance program, testing, articulation, inservicing of teachers, and staff development are functions that were considered appropriate to the role of head counselors. There seemed to be no reliable difference between head counselors and counselors in discussing this question; however, several of the administrators interviewed said that head counselors should take a greater leadership role to manage the counseling guidance program more effectively.

In searching for ways to improve the guidance program, those items listed in Table 9 (page 31) as adversely affecting counseling and guidance must receive top consideration as areas demanding new approaches, resolutions, or solutions.

Paraprofessional assistance as a factor affecting the secondary guidance program. Three items on the counselor survey received negative response indicating a need for paraprofessional assistance in the guidance program:

- Required paperwork
- Size of guidance staff
- Guidance budget

This question was explored further through interviews with counselors, head counselors, and administrators. The question asked was:

> What is needed at your school in terms of paraprofessional assistance to the counselor?

Many responses indicated a need for such assistance but with the hedge that paraprofessional assistance not be added at the expense of present counselor allocation (CPU's). Twenty-two responses--11 of which were counselors--indicated a need for greater clerical assistance. Five others said, "We need a basic file clerk." Six counselors distinguished between paraprofessional and clerical, saying that paraprofessionals tend to be unwilling to do filing and typing. Two pointed out that low-level paraprofessionals and untrained clerical assistants tend to "move-on" very quickly. Eight counselors said, "We need a dean of discipline so counselors can counsel students." Four indicated agreement with one counselor's statement that "We need to develop a new philosophy of what counselors should do." Fifteen counselors said that what is needed most is to reduce the caseload of counselors.

Most respondents eagerly expressed a desire to acquire more assistance with the clerical and secretarial functions associated with counseling. This need was frequently described in the context of increased paperwork requirements relating to the four-year plan, master scheduling, and other mandated programs. Quite a few respondents claimed that a properly trained aide could do much of the preliminary work in planning programs as long as such work is supervised by professional counselors. They were unanimous in rejecting the proposal of exchanging a counseling position for two paraprofessional positions, with several speculating that this was a potential ploy to reduce the counseling/guidance budget, rather than a possible way to increase counseling effectiveness. At a few sites counselors reported that administrators used monies for counseling aides to fund other paraprofessional positions or assigned counseling aides to administrative work outside the counseling and guidance department. On the whole, it was felt that increasing paraprofessional assistance would serve to free counselors to engage in direct service to students.

Impact of the quality of life of school counselors on the secondary site guidance program. The emotional tone of counselors' remarks in response to this item is quite varied; some are reflective and stoical, some angry and bitter, while others are cheerful and amiable. The substantive content was considerably more reliable. They feel their working conditions are very poor. They are, as one counselor put it, in a "no-man's land;" they're neither administrators nor teachers and feel sometimes caught between both groups, given many responsibilities with little authority to carry them out. Many complain of the meager salary differential, $200 over teachers annual salary, that they feel fails to adequately compensate for the longer hours they are expected to work. Several volunteer the opinion that the future does not bode well for attracting competent and qualified persons to the profession. In general, a rather dismal picture is painted. Even persons who respond with benign attitudes agreed with the negative statements of others. Some of these respondents feel their particular school placement is unusually good in that they enjoyed a great deal of support from their principal or vice principal and carry what they feel is a light caseload. By and large, even those persons with strong negative feelings about their working conditions manifested a positive view of what they were attempting to accomplish as professionals. Evaluators were very impressed with the commitment and dedication to working with students in the face of the obstacles that counselors perceive make it difficult for them to be effective.

Impact of the district counselor on the secondary site guidance program. In addition to the in-school counselors, each site is allocated times and services of a district counselor. This position allocation comes from a pool of district counselors who report directly to a district counselor supervisor for direction and evaluation. A separate job description defines district counselor duties, responsibilities, and qualifications required (See Appendix C).

A questionnaire was sent to 25 district counselors who work primarily at the secondary level (See Appendix I). Twenty responded. The average number of years as a district counselor for the respondents was 10.4 years, with an average of 3.75 years at the present school(s) assigned. Their years of experience ranged from 3 to 27. Nine of the 20 have 10 or more years in the position. All held Pupil Personnel Credentials and masters degrees in counseling and guidance or a closely related field. Two held doctorates; two held Marriage and Family Counseling licenses from the state; and one was licensed as a Social Work Counselor. All but three held teaching credentials and had classroom experience.

Most district counselors serve two schools. The patterns differ:

- "2 junior high schools, 2½ days at each"
- "1 junior high for 2 days and 1 senior high for 3"
- "1 high school for 4 days and 1 elementary for 1"
- "1 school ½ time as DC and ½ time as outreach consultant"
- "1 school 4 days a week--I'm on a reduced work week"
- "I work only at one school. This school, ___, buys an additional ½ position of my time from their site funds."

District counselor caseloads, according to questionnaire responses, are more a stream of occurrences than a number of cases. For instance, one answered,

> "I average two to four parent conferences per day, work with 5 to 8 students on an ongoing basis, follow-up on 2 to 3 attendance problems, work with the vice principal and counselors every day and handle referrals from the nurse on drugs and suicide. Then I think about SIP* placements, my annotation of conferences, and my required record keeping."

Others were more willing to talk in terms of caseload numbers. "I see at least 15 students per day. In addition, I make at least 20 phone contacts to parents, outside agencies, and/or other schools." Another said, "My caseload consists of 50-60 student contacts a week as well as parent, staff, and agency communications. Paperwork on exemptions, alternative placements (Twain, Garfield, Pregnant Minor), high school diploma program, and SIP's are more often done as homework." Another says s/he has an average of 70 face-to-face contacts per week with 7 to 10 parent meetings and 20 to 30 phone calls.

Another claims, "Conservatively speaking I handle approximately 300 contacts a week. I conference all incoming new students. I take all phone calls from students and parents that call the school who have just moved into the district or area. I can easily say that 40 percent of my time is spent with non-enrolled students who live in the school's area. My usual day begins at 6:30 and ends at 3:30 and on Tuesday and Thursday I am on campus till 8:00 in the evening."

All respondents said that the lack of time and the large caseload exerted an adverse impact on their job. None said the time allocated was sufficient to do the job. Six of the 20 suggested that societal changes in the last ten years had increased the crisis environment of their work while budget cuts had decreased their ability to deal with the problems. One pointed out that length of time in a community is an important consideration because it takes time to be accepted and respected by a staff as well as by the community.

District counselors cited many kinds of paperwork. By their report, the most important is that which establishes continuity in casework. Records must be maintained which enable any district counselor to take up a case where another left off; clientele of these counselors move very often from community to community and school to school.

The areas of need for inservice cited most often were:

- Child abuse
- Suicide threats
- Runaways
- Drug use
- More "resource fairs" conducted for our staff
- Inservice for school faculties to apprise them of our work
- Presentations by qualified, respected professionals of appropriate subjects related to our work

*School Initiated Placement

District counselors were asked for their perception of the employment situation and the quality of life for them in the City Schools. All voiced discouragement over:

- The lack of future of their job
- Appreciation for what they do by people other than site staff who are familiar with their work
- The time apportioned to do their jobs
- The increased stress brought to their jobs by cuts in time allocation and increased social problems
- The same discouragement as felt by in-school counselors

Nonetheless, all reported that their jobs gave them unique rewards and satisfactions in working with youth experiencing the difficulties of growing up in our society.

District counselors were asked, "What are the considerations which make it appropriate for district counselors to be supervised from the central office at Riley (as opposed to supervision by the site principal)? Replies varied:

- "Our function as go-between home/parent and school allows the parent a sense of due process in dealing with the schools."

- "District counselors would lose their periodic training sessions; the expertise of experiences counseling supervisors at Riley give; the centralized case records department; and would-be bureaucratic process of the resident school."

- "Often, secondary principals do not have the time or expertise to adequately direct the DC in his/her role."

- "At times administrators who work so closely daily with the kids need our objective opinion. I have been able to keep kids from being moved from school to school simply because of my objective opinion."

- "We need to be the advocates of students and parents; sometimes what we do must be at crosspurposes with what the vice principal would do."

- "We must maintain our independence or site administrators will assign us a site caseload with all the paperwork and distractions which go with that job."

- "We need to be in a position to move about the community, maintain agency contacts, and make referrals without the consent of site administrators."

Only two of the 20 respondents felt they could function just as well under site control. One said, "It's been an ongoing concern that should site administrators gain that control, there would be unknown negative aspects to come of this. This year is my finest and what I feel is complete site administrative control and I've yet to experience that negative aspect--no problem! Another said, "I have only one (concern): to maintain the integrity of the type of service provided to students, parents, and staff. A bastardization of the personal/social counseling by "other duties as assigned" would eliminate a necessary, even essential, counseling service. If the program could be maintained, central supervision would be unnecessary."

Question 5 asked for district counselor reaction to the proposed change that would assign them to the sites. None were in favor of the change. Their opinions were based on the uniqueness of the district counselor role, the fragmentation that such placement would produce, and the loss of the independence of the counselors to be advocates for the students.

One of the most prominent uniformities revealed in the discussions with in-school counseling staff was their almost messianic perception of the district counselor. Statements of the indispensable and invaluable services provided by the district counselors were made with such conviction and feeling that one would believe that the counseling-guidance programs at the school sites would virtually collapse were the positions eliminated or cut back from the district budget. Interviewees essentially predicted such an outcome in response to the question which addressed their reactions to proposed changes regarding the district counselor. The words "disastrous," "devastating," and "crazy, stupid decision" were used to convey the respondents' reactions. One counselor said, "I almost had a heart attack when I heard about it." The negative reaction was not, however, universal. Six people felt that the cut-back could be handled satisfactorily if additional counseling staff were added at the school site level, and several of the administrators expressed no great alarm in their response to this item. The revering of the district counselor was also a function of the particular individual occupying that role. In a few cases district counselors were rated very low in effectiveness because they were not seen as competent professionals or were not that accessible because of the itinerant nature of their assignments.

The services typically provided by the district counselor were those that distinguish the role of that individual from the role of the in-school counselor. Respondents typically did not make any distinction between those services now provided and those that would be critical to retain in the face of a potential budget cutback. SIP's, referrals to outside agencies, parent/home visits, and working with students who have serious emotional/behavioral problems were most often cited as the critical services provided by the district counselors.

Major Counseling Activities at the Elementary Level. Ten areas of counseling activities were identified from the K-6 Counseling Handbook as those taking place in district elementary counseling programs. Elementary administrators, nurses, teachers, district counselors, and guidance aides were asked to indicate if these activities took place at their schools. Table 11 shows the responses to these activities as rated by all staff and by district counselors. Although similar in most of the ranking order, district counselors more often indicate that the activities occur than did the site staff. In all, site staff identify seven of the ten activities as occurring in 80 percent of their schools. Counselors rate nine of the ten activities in the same way. Two activities show differing opinions in the rate of response. All staff rate "Teacher Conferences" as the fourth-lowest (84.8 percent), while counselors rate it as an activity occurring in 100 percent of their schools. Site staff rate "Time Out" as the third most common counseling activity taking place at sites (88.7 percent). District counselors give it a higher mean frequency (91.4 percent), yet rate it third from the bottom on their list.

TABLE 11
TEN COUNSELING ACTIVITIES AS RATED BY
ALL STAFF AND BY DISTRICT COUNSELORS

Item	Postive Response Percent	
	All Staff	Counselors
New student orientation	26.4	42.8
Class presentations	54.0	81.5
Problem-solving groups	78.3	96.8
Teacher conferences	84.5	100.0
Group counseling	84.8	100.0
Reward/recognition	86.5	89.2
Parent conference	86.7	100.0
Time out	88.7	100.0
Consultation team	92.6	97.8
Individual counseling	97.4	100.0

As noted in the section on elementary counselor allocations, a wide range exists among school sites in counselor:student ratio. As part of the data analysis, a total of 60 schools were selected as having a low counselor:student ratio (1:79.0 to 1:157.0), medium (1:187.8 to 1:225.0), or high ratio (1:300 to 1:398.8). A list of the selected schools can be found in Appendix E. An examination of the activities rated by the low and the high ratio groups shows that, although the order is similiar, the percentages are consistently higher for the low ratio schools. The counselors in those schools are seen by the staff as providing all ten counseling activities more frequently than the staff at the high ratio schools see their counselors providing them (See Table 12).

TABLE 12
TEN COUNSELING ACTIVITIES AND RESPONSE
BY SCHOOLS WITH LOW AND HIGH COUNSELORS:STUDENT RATIOS

Item	Percent of Response	
	Low Ratio	High Ratio
New student orientation	38.6	17.3
Class presentations	65.9	40.2
Teacher conferences	91.1	79.6
Problem-solving groups	92.2	77.6
Reward/recognition	93.3	81.8
Parent conference	94.4	87.9
Group counseling	96.6	83.7
Time out	96.7	80.8
Consultation team	98.9	91.8
Individual counseling	100.0	98.0

Schools with counseling centers were compared with those who did not have counseling centers to see if any differences in activities could be found. The results for both groups were very similar. The largest discrepancy found was in the activity "Time out." Schools with counseling centers reported the occurrence of this activity at 93.6 percent. For schools with no counseling centers, only 59.7 percent of the staff reported this activity as occurring at their sites.

Factors which impact counseling positively at the elementary site. All site staff were asked about their level of knowledge concerning the counseling program at their sites. The mean response was 4.06, and was uniformly high for all groups of respondents. Teachers considered themselves very knowledgeable, with a mean response of 3.79. Principals indicated the highest level of familiarity with the counseling program, a mean response of 4.89. No difference was noted in the level of knowledge between sites with or without counseling centers, or among schools with low, medium, or high counselor:student ratios.

Postive impact of counseling staff job satisfaction. Both district counselors and guidance aides responded positively to the question, "To what extent do you enjoy your work in counseling?" The mean response for both groups was 4.56, with counselors at 4.77 and guidance aides at 4.50. This job satisfaction was maintained across years of employment, with counseling staff with ten or more years of experience responding as positively (4.58) as those with less than four years of experience (4.61).

Positive impact of inservice opportunities. An area related to job satisfaction also received high marks from district counselors and guidance aides. Both groups viewed their opportunities for inservice very positively (4.07). The scale ranged from 1 (not at all helpful) to 5 (very helpful). Inservice provides the counseling staff with the opportunity to gain new skills and/or refine current activities. Inservices for both groups are coordinated by the Guidance Department.

Positive impact of consultation team function. As noted in the section on major counseling activities, the district counselor's function on the consultation team is ranked the second most frequent activity by all respondent groups. Designed as a framework for early identification and assistance to meet the varied and unique needs of elementary school students, the consultation team:

- Coordinates site support staff to meet student needs
- Provides more appropriate and effective referrals to support services
- Promotes the development of alternative site programs and options

All site staff and counseling staff responded to questions concerning the function of the consultation team, and the role of the counselor on the team. A mean response of 3.87 was given by all site staff, indicating that they thought that the consultation team consisted of a broad range of activities, not uniquely a special education process. Principals (4.50) and nurses (4.16) had the highest mean responses, and teachers a mean of 3.63. Counseling staff had a mean response of 4.16 on this question.

The involvement of the counselor on the consultation team also brought uniformly high responses. With a response of 1 indicating very little involvement, and 5 indicating team leadership, the mean response for all site staff was 4.13. Principals (4.60), nurses (4.54), and district counselors (4.86) saw particularly high involvement. Teachers had a mean response of 3.92, while staff at low counselor:student ratio schools had a mean of 4.57. Staff at high counselor:student ratio schools rated counselor involvement lower at 3.88. No difference was noted between the mean responses of staff at schools with counseling centers to those without centers.

Postive impact of counseling centers. One survey question specifically addressed the effectiveness of elementary counseling centers. All respondents at sites with counseling centers had a mean of over 3.0, with all site staff at 3.72, and all counseling staff at 4.21. Principals (4.19) rated the effectiveness of centers even higher than counselors (4.09). Schools with low counselor:student ratios had a mean of 4.12, while schools with high ratios had a much lower mean response of 3.30.

A limited study on the effectiveness of counseling centers was funded in part by the Kiwanis Club and was done in 1984-85 by Dr. Alice Cochran of San Diego State University. Fifty-four elementary schools were selected in three categories: those with no counseling centers, those with partial centers, and those with fully operating counseling centers. Site staff and administrators, counseling staff, parents, and students in grades K-6 were surveyed. Respondents from schools with fully operating counseling centers (Category A) were more positive in their attitudes and expectations about counseling than were respondents from the other two categories. It should be noted that the schools from Category A also had a much lower counselor:student ratio than the schools in the two other categories.

For the present district study, data on school sites have been analyzed in two ways in order to minimize possible confusion between the effectiveness of counseling centers and the benefits of having low counselor:student ratios. For each question, results were analyzed by:

- Schools with counseling centers compared to schools without centers
- Schools with low, medium, and high counselor:student ratios compared to each other

For the most part, few significant differences were found in the comparison of schools with counseling centers to schools without such centers. For this study, a difference of 0.5 was regarded by the researcher as major and was found in only three areas of questioning. Staff at sites with counseling centers were more interested than schools without centers in inservice on counseling activities (2.70 to 2.10), felt that their district counselors and guidance aides were asked to handle more disciplinary matters, and rated the counseling program as more adequate to meet the needs of their sites (3.08 to 2.41).

For the "Yes/No" questions, a difference of five percent was considererd to be major and was found in three areas of questioning. Staff at sites with counseling centers indicated that their guidance aides were under the supervision of the counselor more than the principal, and rated their counseling programs as being more reflective of all three counseling domains and two of the three service levels.

In contrast, major differences were found in nine areas of questioning in mean responses, and in all areas of "Yes/No" questions for sites with low counselor: student ratio as compared to sites with high ratios.

An explanation for this disparity may lie within the question on the effectiveness of counseling centers themselves. Schools with low counselor:student ratios had a mean of 4.12, while schools with high ratios had a much lower mean response of 3.30 in rating the effectiveness of their counseling center programs. It is apparent that counselor time is a critical factor in the success of any counseling program, including the operation of counseling centers. The range noted earlier in hours of operation indicate that a center can only be as effective as its staffing time allows.

District counselors and guidance aides were asked what benefits they saw in their counseling centers. Most commented on the centers' perceived accessibility to staff and students, and the program continuity that a center offers. Some concern was raised about staff expecting the centers to be punitive detention areas. These comments from counselors summarize the general positive feeling of counseling staff about the centers:

- The Counseling Center is a calm, aesthetically pleasing environment for students. The children know that this is one place in the school where they can be listened to. Some students use it as a "cooling off" place when they are having difficulties with their peers.

- ...A place where one's shattered self-image can be mended and where one's tilted equilibrium can be righted...A place for "new beginnings," a safe place where one can "save face," "take 5" and get renewed to head out again to the real world. And last but not least - a place where education is valued and learning is encouraged.

- The benefits of the Counseling Center are numerous! Not only does it provide the sites with a "total" school program, whereby all the students can benefit from its services - but it also serves teachers and staff by assisting them in their effort to provide for a positive experience for our students. Crisis counseling, preventive counseling, walk-in problem solving and recognition activities are just some of the programs provided by the counseling center. Without a counseling center who would provide these services? Who could afford the time, energy, or expertise? Everyone benefits from a Center! In this day and age, I see a Counseling Center program just as important as any one of the basic skills taught in a school.

Impact of organizational structure on elementary counseling program. The counseling program is divided into three domains as well as three levels of service. All site staff and counseling staff surveyed were asked if the counseling programs at their sites reflected each of the domains and levels. Figure 5 shows the percent of site staff and district counselors whose responses indicated that their program reflected each of the three levels of counseling service. The district counselors identified the remedial level as most often reflected in the counseling programs at their sites. High counselor:student ratio schools showed the same pattern, but not so strongly. Low ratio schools endorsed developmental level as most represented by their counseling program. With more counselor time available, developmental concerns are better able to be handled at sites.

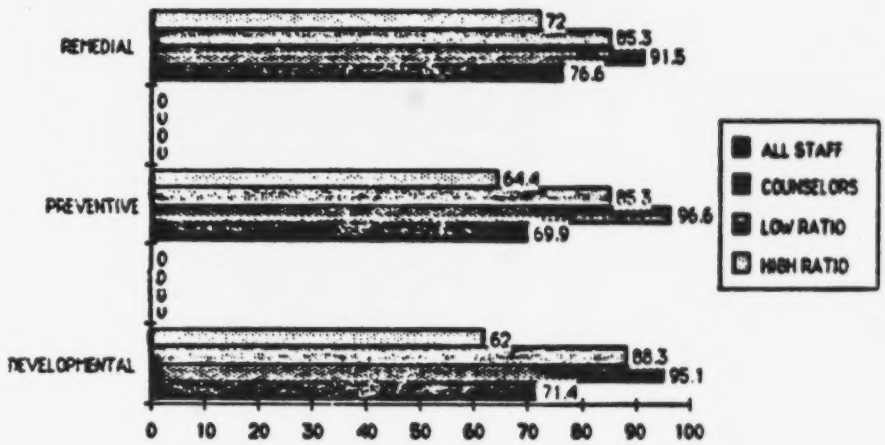


Figure 5. Levels of elementary counseling service reflected in the counseling program.

Programs with counseling centers more often reflected the developmental and preventive levels, while those without counseling centers were slightly higher in their response to the remedial level.

Figure 6 shows the responses for all groups on the three domains of counseling. District counselors were more likely to report each domain as reflected than were site staff, yet both groups concur in finding that the personal/ social domain is reflected most often in the counseling program, with the academic domain second and the career domain the least evident.

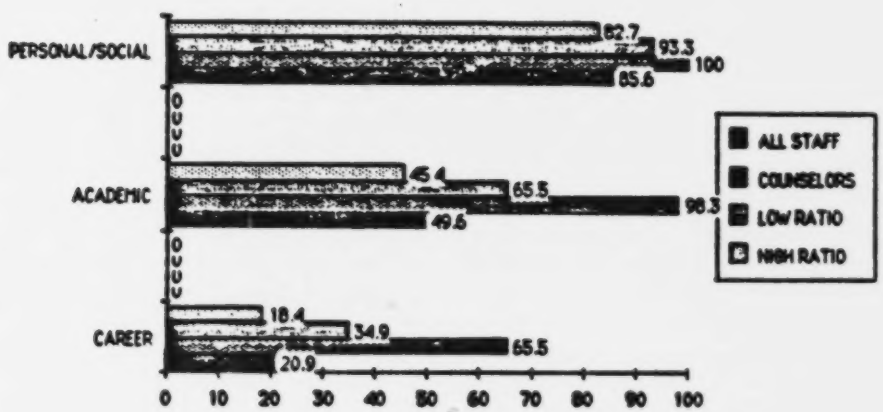


Figure 6. Domains of elementary counseling reflected in the counseling program.

Programs with counseling centers were more often rated as having each domain reflected than did those without counseling centers, yet the overall ranking remained the same. Responses for both domains and levels are presented in Table 13.

TABLE 13
PERCENT OF RESPONSE TO DOMAINS AND LEVELS BY SCHOOLS WITH AND SCHOOLS WITHOUT COUNSELING CENTERS

Item	Percent of Positive Response of Schools	
	With Centers	No Centers
Levels		
Developmental	77.2	55.9
Preventive	74.8	61.8
Remedial	78.0	79.4
Domains		
Career	23.7	12.7
Academic	54.1	38.1
Personal/Social	90.5	79.7

Factors which impact counseling negatively at the elementary level. Both site staff and counseling staff were asked the question, "To what extent do the following items limit the counseling program at this site?" The ten items listed in Table 14 were rated on a scale of 1 to 5, with 1 indicating very little limitation, and 5 indicating a great deal of limitation. Site staff, district counselors, and principals each gave mean scores of 3.0 or higher to five or more of the items. Staff at sites with low counselor:student ratios listed three, staffs with counseling centers listed four, and those at sites with high counselor:student ratios or no counseling centers listed six items.

TABLE 14
TEN ITEMS WHICH LIMIT COUNSELING AND MEAN RESPONSE
BY ALL STAFF AND DISTRICT COUNSELORS

Item	Mean Response	
	All Staff	Counselors
Administrative support	1.86	1.85
Staff cooperation	1.97	2.10
Clerical assistance	2.13	2.10
Parent and community support	2.28	2.02
Equipment, materials	2.52	2.36
Number of duties	2.63	3.15
Physical space	2.79	2.63
Guidance aide time	3.02	3.22
Paperwork	3.11	3.43
Counselor time	3.57	3.46
Budget restrictions	3.62	3.55
Counselor:student ratio	3.63	3.76

The items which were rated as the least limiting are those which involve either the support or cooperation of other persons (administrative, staff, clerical, parent, and community). Those items rated as most limiting are intrinsic to the job of counseling itself (paperwork, counselor and guidance aide time, budget, counselor:student ratio).

While the pattern of responses was very similar for all respondents, some items were given a much higher mean response by certain groups of respondents. Figure 7 shows the mean response on the five most limiting items by four different groups. All site staff and staff at schools with low counselor: student ratios gave the lowest mean responses to these items, while principals and staff at schools with high counselor:student ratios gave the highest mean responses.

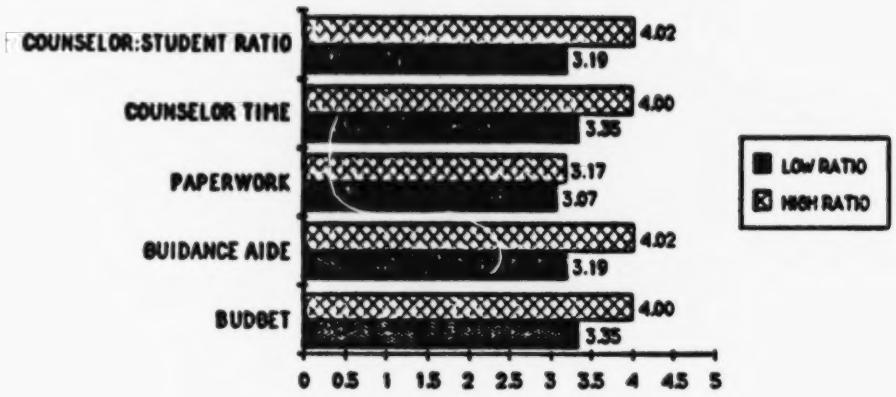


Figure 7. Mean response on the five most limiting items in the elementary counseling program.

Negative impact of disciplinary and other duties. All site staff and counseling staff were asked to what extent the members of the elementary counseling staff were asked to handle disciplinary matters (suspensions, detentions, contacting parents about administrative discipline), and to what extent they were asked to perform duties outside the realm of counseling (routine playground or lunch supervision, administrative duties, substitute teaching).

All site staff, including principals, gave mean responses under 3.0 to these questions, indicating that they do not feel that the counseling staff is often asked to do discipline or other matters (See Table 15). District counselors and guidance aides, while also showing a low mean response for other duties, do have a mean response over 3.0 on the question of discipline.

TABLE 15
MEAN RESPONSE OF ALL STAFF AND COUNSELING STAFF
TO EXTENT OF DISCIPLINE AND OTHER DUTIES

Item	Mean Response	
	All Staff	Counselors
Extent of Discipline		
Counselors	2.55	3.71
Guidance aides	2.17	3.34
Extent of Other Duties		
Counselors	1.35	1.83
Guidance aides	1.53	2.29

A concern which had been raised at the outset of this study was the use of the guidance aide at the site, particularly the possible assignment of such personnel to duties other than counseling. Although the mean response of guidance aides on the question is higher than the response of all staff, it still does not approach the 3.0 level, and is apparently not a serious concern.

Negative impact of split assignments. Thirty-nine of the 65 elementary district counselors are assigned to more than one school site and 3 are assigned to more than two sites. All school staff and counseling staff were asked how much time per week is needed by those counselors on split assignment to "catch up" at each site. Both groups had mean responses over 3.0; 3.56 and 3.60, respectively. Staffs at sites with low counselor:student ratio had a mean of 3.19, (the lowest of all groups) and sites with high ratios had a mean of 3.61. Staffs at sites with counseling centers were somewhat lower (3.53) than those at sites without counseling centers (3.83).

Negative impact of staff time spent counseling. Because counseling time is limited at many elementary sites, all site staff were asked how much time they spend in providing counseling services in the absence of or in addition to the counseling staff. Using a five-point scale, 1 was "Very Little," and 5 was "A great deal." The mean response for all staff was 3.76. Principals reported the highest mean, 4.21. Teachers and nurses also found this a frequent activity, with respective means of 3.71 and 3.62. Sites with low counselor: student ratios and those with high ratios were very similar in mean of response (3.52 to 3.59). Sites with counseling centers had a mean of 3.71, and sites without centers had a mean of 4.11.

Negative impact of guidance aide supervision. Some confusion appears to exist in the reporting of guidance aide supervision. All site staff and counseling staff were asked two questions about the guidance aides' supervision -- did they report to the principal and/or the district counselor? Table 16 shows the percent of response to these questions by three respondent groups. Teacher responses were not included because many of them indicated that they did not know the supervisory structure for guidance aides. While district counselors were aware of the extent of their supervisory role, principals underrated their involvement in aide supervision.

TABLE 16
PERCENT OF AFFIRMATIVE RESPONSE TO SUPERVISION
OF GUIDANCE AIDES

	Percent of Affirmative Response		
	Principal	Counselor	Guidance Aide
Aide reports to principal	57.6	72.2	83.9
Aide reports to counselor	92.6	93.0	95.2

What is the level of client satisfaction?

For the purposes of this study, the following constitute the clients:

- Members of the counseling staff
- Administration of the particular sites and of the district
- Teaching staff
- Students
- Parents

The members of the counseling staff--counselors, head counselors, district counselors, career counselors, and paraprofessional staff--are clients of their own program in that they enjoy the satisfactions and rewards of their programs and activities when they do well; they suffer dissatisfactions and pains when they fall short. Site administrators and the district are clients in that the guidance program is a major contributor to the success and failure of site and district programs. Well-placed students contribute to good educational programs. Misplaced students harm good educational endeavors. Well-placed, well-counseled students more quickly become mature adults, enabling good teachers to know and enjoy the intrinsic rewards of teaching. Well-functioning guidance programs facilitate the cross-integrated functioning of all school programs.

Table 4, Ten Items Rated By All Three Groups as Most Adequate in Operation, and Table 5, Top Ten Items Rated By All Three Groups As Least Adequate In Operation, pages 21 and 22, define those operations seen by counselors, head counselors, and administrators as adequate and inadequate. Accompanying discussions help clarify those views and show those factors, negative and positive, which impact the counseling program. Survey and interview data depict counselors, including district and career, as deeply committed and enjoying the intrinsic counseling and guidance work associated with their jobs. At the same time, these data show deep frustration with many aspects of the counseling assignment and much apprehension about the future of counseling in the district.

Secondary Teaching Staff Perceptions of the Guidance Program. Teacher survey data show their perceptions of the counseling program at the secondary level. A two part survey was sent to all secondary teachers. One-half of the teachers received part A, Career and Academic Domains, and one-half received part B, Personal/Social Domain. Of 2,861 teachers, 639 returned part A and 699 returned part B, a return of 47 percent. Table 17 shows the demographics of the return. Total district teaching staff are approximately 80 percent majority and 20 percent minority; and returns are close to expectations. Within the minority group, however, Hispanic returns were 4.9 percent and .5 percent, survey A and B, whereas Hispanics are 8 percent of the district teaching staff.

TABLE 17
COUNSELING AND GUIDANCE EVALUATION
STAFF SURVEY DEMOGRAPHICS

Career and Academic Domain			Personal/Social Domain		
Grade	Number	Percent	Grade	Number	Percent
7-8	200	31.3	7-8	256	37.2
9-10	257	40.3	9-10	244	35.4
11-12	181	28.4	11-12	189	27.4
TOTAL	638		TOTAL	689	
Ethnicity	Number	Percent	Ethnicity	Number	Percent
Hispanic	31	4.8	Hispanic	38	5.5
White	521	81.7	White	573	83.2
Black	41	6.4	Black	34	4.9
Asian	10	1.5	Asian	10	1.4
Amer In/Alaskan	12	2.0	Amer In/Alaskan	9	1.2
Pacific Islander	4	0.7	Pacific Islander	1	0.1
Portuguese	2	0.3	Portuguese	5	0.8
Filipino	6	1.0	Filipino	3	0.4
Indochinese	1	0.1	Indochinese	2	0.3
Other	10	1.5	Other	14	2.1
Gender	Number	Percent	Gender	Number	Percent
Male	329	51.5	Male	345	50.1
Female	309	48.5	Female	344	49.9

Predetermined levels of concern are set by the advisory committee to the evaluation:

- With items having a 1-5 scale (1 = low, 5 = high), items with less than 3 are concerns
- With items having a yes-no or positive-negative response, items to which 40 percent respond negatively are concerns

Frequency response by number and percent by groups responding for all staff survey items are found in Appendix J.

Career Domain. Form A of the teacher survey contains 15 items related to the career domain of counseling. Five items have a 1-5 scale with 5 high, and 9 items have a "Yes-No," "Not Known" response.

Four of the six 1-5 items received a negative response by teacher at grades 11 and 12:

- Do you think your counselors successfully help students know and feel confident of their career interests?
- Are your counselors effective in assisting students in matching their career interests with their career/educational abilities?
- How effectively does counseling in your school help students see how present attitudes, habits, and outlooks affect success in a chosen field?
- Are counselors effective in assisting you in relating your field of instruction to careers and career choice?

All three groups (7-8, 9-10, and 11-12) gave a negative rating to the last item. Counselors themselves rated this item as receiving least time and energy in their day and as being among the least adequately executed by counseling staff.

Throughout the survey, results were confused by the number of respondents selecting the "Not Known" response. This indicates that there is:

- Poor communication by the guidance staff of their goals, objectives, and activities to the teaching staff
- Inadequate involvement of the counseling staff in the total life of the school
- Insufficient articulation of the role that guidance and counseling should be playing in the curricular programs of the school

In determining which of the "Yes-No" items received negative responses, the standard followed that items receiving less than 50 percent yes would be considered negative. This adjusts somewhat for the high percentages of teachers electing the "Not Known" response. Two items received a positive response by all grade levels:

- Do counselors provide career counseling that is free of bias with respect to race, gender, or economic status?
- Are students at your school encouraged to consider occupational fields regardless of their gender, race, or economic status?

One item received a very positive response by teachers in grades 9-12 but a very negative response by teachers at grade 7-8:

- Does your school's career center provide adequate occupational and vocational information?

While one might argue that grades 7-8 are too early to begin career consideration, at grade 8 students carry out the Career Planning Program and construct their four-year academic plans. Therefore, it is quite logical that teachers feel there should be occupational and vocational materials available at junior high and middle school sites. With the exception of the two items presented above, none of the 9 items in the career domain received even a 50 percent frequency by teachers at grades 7-8.

At no grade level did teachers give a positive response of even 50 percent to these questions:

- Have most students discussed their abilities and interests with a counselor or career technician?
- Have most students identified a tentative career or career cluster?
- Have most students designed an educational plan that leads toward the student's career goals?

Academic Domain. Teacher responses to items in the academic domain were much more positive than their responses to the career domain. Of the 5 items having a 1 to 5 response, none received a negative response. One, "Does the counseling program ensure that students classes meet their needs for graduation/promotion?," received a response highly positive from all three groups.

Of the 10 items having a "Yes-No" response, none received a negative response by grade 7-8 teachers. Three items received a positive response of less than 50 percent by teachers at grades 11-12:

- Do counselors encourage students to take the most challenging courses for their abilities?
- Do counselors adequately inform parents and students about special district programs and assistance available to them in the school and the district?
- Does the counseling department assure that tests necessary for program placement are given and analyzed properly?

Teachers, grades 9-10, also responded negatively to the last of these. In each case the negative responses were accompanied by a large percentage of "Not Known" votes (36 to 43 percent).

Personal/Social Domain. Of the 9 items with 1-5 scaled responses in the personal/social domain, three received negative responses from the teachers:

- How effective are counselors in helping students whose personal problems interfere with or affect their behavior at school?

- How effective are counselors in helping students whose personal problems interfere with school work?
- Do counselors provide adequate assistance to students in assessing their personal strengths and weaknesses?

To three items relating to equity--one in terms of race, one in terms of gender, and one in terms of economic status--teachers gave a very positive response (above 4) to the efforts of counselors.

To the eight "Yes-No" response items, teachers gave a positive response to only one:

- Do counselors help students who are having problems that interfere with their school work?

Two received marginally positive responses:

- Do counselors provide students with information about drug and alcohol abuse?
- Do counselors provide adequate direction to students where to find community agencies which might help them with personal and family problems?

One item received a highly positive response--over 80 percent yes:

- Do counselors assist you in informing parents of student progress at school?

Data from the final six items of the survey identify to whom students go to seek counseling advice. Table 18 shows the perceptions of teachers by grade levels. Counseling department staff are clear winners in only two categories: career planning at grades 9-12, and questions about class schedules or academic programs. Students with questions about passing classes or being promoted most often go to a counselor, but almost as frequently go to another school adult. Teachers perceive that students with personal problems and questions on matters of sex most often go to their peers. These data tend to say that--according to teachers' perceptions--students feel assurance in going to counselors or guidance staff only concerning academic matters: classes, credits, academic program, passing/failing, etc.

Questions 27, 28, and 30 on the staff survey, Form B, are open-ended questions. Question 27 of the survey asks:

- What do you think should be the three most important things the counselor does for the students at school?

At all three grade divisions, the predominant response was "Don't Know." Academic planning was high on the list of things counselors should do. At grades 7-8, the second highest response was "Resolve personal/family/ interpersonal problems." This answer was third for grades 11 and 12. At all three grade levels there were teachers who did not respond: 6.1 percent at grades 7-8, 3 percent at grades 9-10, and 9.2 percent at grades 11-12.

Question 30 of the survey, Form B, asks,

* For what three reasons do most students see their counselor?

In each case the highest response is that teaching staff do not know why students go or should go to see their counselors. If these reponses are combined with those surveys where no answers were given, then at least 31 percent of all staff cannot or do not say why students see their counselor most often. Class changes and scheduling ranks highest, according to teacher knowledge, of the substantative reasons for which students see counselors (See Appendix J).

TABLE 18
TEACHING STAFF RESPONSE
REASONS WHY STUDENTS SEE COUNSELORS
N=689

Major Reasons Why Students Should See or Do See Their Counselors	Grades	Percent Responding	
		Reasons Should See	Reasons Do See
Don't know	7-8	33	35
	9-10	31	28
	11-12	23	20
Class Changes/Scheduling	7-8	4	17
	9-10	5	22
	11-12	3	19
No response	7-8	6	5
	9-10	3	12
	11-12	9	12
Referrals/trouble	7-8	3	12
	9-10	3	11
	11-12	2	6
Resolve personal/family problems	7-8	11	10
	9-10	12	4
	11-12	12	5
Academic planning	7-8	6	4
	9-10	13	3
	11-12	18	8
Student advocate	7-8	6	1
	9-10	7	4
	11-12	7	7
Information on college	7-8	0	0
	9-10	1	4
	11-12	3	5

Question 28 of the staff survey, Form B, asked,

- What do you think should be the three least important things or jobs of the counseling staff at your school?

For staff responses, over 70 percent at all grade levels either did not respond or "Don't Know." High on the list of things staff say counselors should not be doing are:

- Administrative functions, paperwork/clerical duties
- Watchdogging ("vices")--supervision, detention, smoke patrolling
- Changing classes (not to be confused with class selection, programming)
- Handling referrals
- Other non-counseling activities: discussing counselor's problems, supervision, gossiping, wandering around the grounds, lecturing, yelling at students.

Student Perceptions of the Counseling Program. A 60-item survey was created to gather student perceptions of the counseling program (See Appendix K for the survey with frequency counts and percentages by grade levels). Items were gathered and constructed to cover each of the three domains and their objectives in the K-12 Comprehensive Guidance Program. Two types of items constitute the survey. One gathers students' perceptions about their levels of development. For instance, an item asks, "Do you feel sure that your career interests match your career abilities?" Response is on a 1 to 5 continuum with 1 representing "Not at all sure my interest match my abilities" and 5 representing "Very sure my interests match my abilities." Since 5 is positive on this scale, any response mean of 3 or over is positive; any response less than 3 is negative and targeted as an area of concern. Two factors bear on the results of such items. First, populations such as students and teachers will tend to give positive responses, especially about themselves. Second, with as large a sample as there was in this survey, response means averages tend to cluster around the mean. Any response mean above 3 will be positive and any response less than 3 will certainly indicate the negative.

"Yes-No," "Either-Or" items make up the second kind of response. These items refer specifically to the counseling programs and the students' perceptions of those programs. For instance, item 7 under the Career Domain asks, "Is career counseling available to you at your school?" A "Yes" to this item represents a plus for the counseling program; a "No" or "Don't Know" represents a negative. A predetermined decision for the study was that a negative response of over 40 percent constitutes an area of concern. When a large part of that negative response is in the "Don't Know" category, counselors might argue that the service is available. That simply points to another problem--lack of communication of the services available.

Table 19 Counseling and Guidance Evaluation, Student Survey, Demographics, shows the demographics of the return. Returns were adequately distributed between the grade divisions: Grades 7-8, 32.7 percent, and Grades 11-12, 35.3 percent. Minority/majority response was close to district averages, but students who happen to be Black are somewhat underrepresented, as are Indochinese students. Male/female distribution was nearly equal. VEEP students

TABLE 19
COUNSELING AND GUIDANCE EVALUATION
STUDENT SURVEY DEMOGRAPHICS

Grade	Number	Percent
7-8	2,749	32.7
9-10	2,689	32.0
11-12	2,965	35.3
TOTAL	8,403	

Gender	Percent
Male	49.9
Female	50.1

Ethnicity	Percent
Hispanic	18.5
White	47.0
Black	11.9
Asian	8.5
Amer In/Alaskan	1.3
Pacific Islander	1.2
Portuguese	1.0
Filipino	7.1
Indochinese	3.5

Enrollment Status	Percent
VEEP	11.7
Magnet, Including Resident Students Who Are Magnet	9.8
Resident Students, Neither VEEP Nor Magnet	78.5

Post High School Plans	Percent
Plan to go to college	78.2
Plan to join the military	6.7
Plan to get a job	11.2
None of the above	3.9

Current Grade Point Average	Percent
A (3.01 to 4.00)	34.7
B (2.01 to 3.00)	37.3
C (1.01 to 2.00)	22.5
D (0.51 to 1.00)	4.5
F (0.00 to 0.50)	0.9

Attendance Record This Year	Percent
No absences	14.9
1-2 days	22.6
3-5 days	27.0
6-10 days	17.5
11-15 days	8.5
16-20 days	4.2
More than 20 days	5.3

Number of Referrals This Year	Percent
No referrals	81.9
1 referral	9.0
2 referrals	3.6
3-5 referrals	3.2
6-8 referrals	1.1
9-10 referrals	0.3
More than 10 ref.	1.0

represented 11.7 percent of the return; magnet 9.8. While 6.7 percent plan to join the military, 78.2 percent plan to go to college. Those planning to get a job immediately after graduation represent 11.2 percent. Seventy-two percent report that they have grade point averages greater than 2.0 (C). Only 18 percent report more than 11 absences for the year. Almost 82 percent report receiving no referrals this year.

Student Response: Career Domain. Six survey items elicit student perceptions of their levels of career development and understanding. Mean response to the six was 3.47 for grades 7-8, 3.38 for 9-10, and 3.37 for 11-12. These are positive responses and tend to indicate student satisfaction with their level of development. On two items, students in grades 9-12 gave negative responses.

The first of these, "Do you understand well the concept of planning careers by job families or clusters?", is really asking if students know how to plan for a general field of jobs--such as the construction industry--as opposed to a specific job, such as carpenter. Grades 11-12 gave a mean response of 2.78, while 9-10 responses were somewhat less negative, 2.95. The second item asked if those who understood this concept found it helpful. Again grades 9-12 gave a negative response. Since most career planners would agree that planning for a broad field of jobs is preferable to limiting one's options to one job, this is not a desirable response.

The second set of items in the career domain asks questions specific to the respondents' guidance experience at their sites. Only 50 percent of grade 7-8 say that career guidance is available at their site. Grades 9-12 are most positive with 76 percent at 9-10 and 87 percent at grade 11-12 saying "Yes." The at-large "Don't Know" response indicates grades 7-8 have not yet gained familiarity with their programs, if one is available. Since the agreement is that 40 percent negative response indicates items of concern, three items stand out clearly as inadequate:

- Has a counselor or career technician discussed your interests and abilities with you?
- Have you and the counselor or career technician identified possible careers that match your interests and abilities?
- Have you and a counselor worked to design an academic/educational plan that leads towards your career interests?

The item, "Have the counselors supplied you with information on career trends, requirements, and job opportunities?" also received a negative response at all grade levels. These responses tend to indicate that in the career domain, students have not had those experiences or do not know that they have had the experience. When asked if the school's career center has been useful in providing occupational and vocational information, only 23 percent of 7-8, 28 percent of grades 9-10, and 40 percent of grades 11-12 students responded "Yes." Students responded somewhat more positively when asked if they or the counselor have limited their career considerations because of race, gender, or economic status. When given the opportunity, large numbers of students chose the "Don't Know" response. For instance 31 percent of students grade 7-8 and 21 percent of students in grades 9-10 say they don't know if the counselor or they

themselves have limited their career considerations because of gender, race, or economic status. Less than 20 percent of any group report that their counselors have helped them to get involved in activities or experiences which give them career information.

Student Responses: Academic Domain. Five survey items relate to students' perceptions of their academic program sufficiency:

- Awareness of classes offered
- Matching classes with educational needs
- Matching classes with levels of ability
- Meeting graduation/promotional needs
- Sufficiency of educational plan

Students gave a mean response to these questions of 3.51 and above, a positive response for such large numbers (See Appendix K). Replies to items specific to the counseling program were less positive. Asked if academic counseling help is easily available at their school, only 39 percent of seventh grades and 44 percent of eighth graders said "Yes." Forty-five percent, grades 7-8 and 39 percent, grades 9-10 said they did not know. At grades 11-12, 54 percent said "Yes," but 23 percent said they did not know.

11 other items in this domain received operationally defined critically egative responses. All items began with a phrase similar to, "Have the ounselors helped you (informed, referred, discussed)?". They relate to:

- Setting up an educational plan
- Encouraging students to take the most challenging courses
- Informing students and parents about programs that provide extra help or tutoring
- Referring students for testing for special or needed programs
- Assistance in changing from one school level to another
- Reviewing progress toward graduation
- Planning for college entrance
- Testing necessary for college entrance
- Securing financing for college

ly one of those items, reviewing progress toward graduation, received a sitive response; junior-senior response was 65 percent "Yes."

dent Response: Personal/Social Domain. Twelve items of the survey relate to student perceptions of their personal/social levels of awareness or of the nseling program. The total mean response for each of the three grade groups -- 3.34 or above, a positive response. One item received a negative response by grades 9-12:

- Do you feel counselors know about your achievements at school?

One other item received a negative response by juniors and seniors:

- Do counselors make your feel that they really care about your progress at your school?

Eight "Yes-No" items addressed the personal/social counseling program at the sites. When asked if personal counseling is available at the school, over 58 percent of each group responded "Yes." However, over 30 percent said they do not know, and 11 percent of junior and seniors said it is "Not Available." Some items asked if the student had received particular help and/or if such help is needed. Table 20 shows that combining the "No" and the "No, Help is Needed" produced critically negative responses (over 40 percent) for 6 items:

- Have the counselors helped you with problems that interfere with your school work?
- Have counselors helped you learn how to get along better with other people?
- Have counselors helped you increase your confidence in yourself?
- Have counselors helped you communicate better with other people?
- Have counselors provided you with other places, institutions, or persons who might help you or give you more information?
- Do counselors help to keep your parents informed about your progress at school?

For complete results, see Appendix K.

TABLE 20
SECONDARY STUDENT SURVEYS
CRITICALLY NEGATIVE RESPONSES: SIX ITEMS, ALL GROUPS

			Percent				
Personal/Social Domain	Grade	N	Yes	No	No, No Need	No, Help Is Needed	No, & Help Is Needed
Is personal counseling available to you at your school?	7-8	2430	58.2	8.8	33.0		
	9-10	2444	58.9	9.2	31.9		
	11-12	2727	61.3	10.9	27.8		
Have the counselors helped you with problems that interfere with your school work?	7-8	2430	22.1	28.5	38.9	10.5	39.0
	9-10	2442	15.8	34.4	39.5	10.3	44.9
	11-12	2751	14.1	38.6	38.2	9.2	47.8
Have counselors helped you learn how to get along better with other people?	7-8	2434	22.1	31.1	38.7	8.0	39.1
	9-10	2439	12.6	38.1	42.9	6.4	44.5
	11-12	2735	8.6	41.7	43.5	6.2	47.9
Have counselors helped you increase your confidence in yourself?	7-8	2427	24.5	36.7	31.9	7.0	43.7
	9-10	2438	17.8	42.8	31.9	7.5	50.3
	11-12	2740	16.8	45.0	30.9	7.4	52.4
Have counselors helped you communicate better with other people (parents, teachers, etc.)?	7-8	2416	21.6	36.0	35.1	7.3	43.3
	9-10	2435	14.4	43.6	35.6	6.4	50.0
	11-12	2736	11.3	46.3	35.6	6.8	53.1
Have counselors provided you with information on drug and/or alcohol abuse?	7-8	2407	53.0	22.4	20.5	4.0	26.4
	9-10	2425	40.0	28.4	28.0	3.7	32.1
	11-12	2736	31.7	33.2	32.3	2.8	36.0

Six items were designed to determine to whom students go for guidance and information (See Table 21). In only three areas, do students go in significant numbers to the guidance personnel of the school:

- Problems or questions of career planning at grades 9-12
- Questions or problems of class schedules or academic programs
- Concerns about passing or being promoted

'or personal problems, students at grades 7-10 go most often to parents or 'amily members; juniors and seniors go to peers. For sex information, the argest percentages go to parent or family members, but 17 percent of freshmen nd sophomores and 20 percent of juniors and seniors go to a friend or peer. bout 30 percent say that no one has ever helped them or that the question does ot apply to them. For those needing help on the subject of drugs or alcohol, ie highest percentage go to parents or family members, but over 30 percent of niors and seniors go to other students. Only 13 percent of juniors or seniors to a counselor.

e student survey ends with four open-ended questions. The first, question 57, ks,

' What do you think should be the three most important things the counselor does for you at school?

grades 7-8, 18 percent responded "Don't Know" and 9 percent gave no response. r 27 percent, therefore, do not seem to be aware of the purposes of the lance program. At grades 9-10, over 31 percent give the same response, and grades 11-12, 27 percent do not know or do not respond.

rades 7-8, the next highest response is "To resolve personal/family/inter-onal problems," 14 percent. This percent falls to 9 at grades 9-10 and to percent at grades 11-12. At all secondary grades, academic interests iate the reasons for going to the counselor:

cademic planning (pre-college)
raduation/promotion requirements
nformation on grades
lass changes, scheduling

l percent say the guidance person should be available for career planning/ ssistance. About 5 percent say that providing friendship, kindness, tanding, and listening are among the important functions of the counselors. Less than 3 percent see the counselor as one to provide encouragement, praise, or respect.

Question 58 asks students what they think should be the three least important things or jobs of the counseling staff. At all grade levels, over 70 percent answer "Don't Know" or do not answer. Those things which over 2 percent of the respondents listed are:

- Non-academic issues/duties (custodial, eating, supervision)
- Watchdog (suspensions, detention, smoking, truancy)
- Being too nosy, looking for problems
- Administrative work: paperwork, clerical, attending meetings
- Discipline, referrals

TABLE 21
SECONDARY STUDENT SURVEYS
TO WHOM STUDENTS GO FOR HELP
ALL GROUPS

	Grade	N	Percent				
			Parent/ Family Member	Couns. Dept. Staff	Other School Adult	Another Student	No One Has Ever Helped Me; Does Not Apply
When you have a personal problem from whom do you usually seek help?	7-8	2388	52.9	5.5	4.9	26.2	10.6
	9-10	2377	42.4	3.5	3.7	38.6	11.9
	11-12	2675	37.9	3.1	3.5	44.3	11.2
When you have a problem or question about career planning, from whom do you usually seek help?	7-8	2388	51.5	25.2	8.1	4.5	10.7
	9-10	2377	32.9	41.0	8.9	5.9	11.3
	11-12	2687	33.5	42.5	8.3	5.7	10.1
When you have problem or question about class schedules or academic programs, from whom do you ususally seek help?	7-8	2385	10.2	48.3	25.5	9.8	6.1
	9-10	2385	6.8	63.2	15.4	9.0	5.6
	11-12	2707	5.6	72.0	11.4	6.4	4.6
When you need information on sex education, to whom do you go?	7-8	2344	45.1	11.6	11.9	9.4	21.9
	9-10	2318	37.2	8.4	9.9	16.6	27.9
	11-12	2624	33.3	6.5	9.2	19.5	31.5
If you need help on the subject of drug or alcohol abuse, to whom will you go?	7-8	2337	39.3	22.0	13.4	8.3	16.9
	9-10	2332	31.8	16.9	11.1	15.1	25.1
	11-12	2646	29.3	13.0	10.8	16.4	30.5
If you are concerned about passing classes or being promoted, to whom will you go?	7-8	2306	18.7	44.5	23.8	4.5	8.5
	9-10	2322	11.6	56.3	17.8	4.4	9.9
	11-12	2638	8.8	61.6	14.7	4.4	10.5

Question 59 asked,

- Since September of the current school year, how many times have you met with your counselor for individual conferences?

Table 22 shows the results.

TABLE 22
NUMBER OF TIMES STUDENTS
REPORT SEEING A COUNSELOR

Number of Times	Grade Levels		
	7-8	9-10	11-12
0	22.5	12.5	9.2
1	32.5	29.5	17.8
2	17.2	19.3	25.2
3	2.6	10.5	12.3
4	2.0	3.4	3.7
5	2.6	0.6	4.3
6	3.3	3.4	5.5
7	2.0	1.7	4.3
Don't Know	14.6	18.8	17.2

final question asked,

For what three reasons do you see your counselor most often?

ach of the three grade levels most students say either "Don't Know" or ." The highest substantive answer at all levels is "Class Changes or uling." Matters of academic counseling account for all matters listed by 3 percent of the population at grades 7-10. At grades 11-12, 5.5 percent resolve personal, family, or interpersonal problems; otherwise all reasons ademic.

tudents, then, either don't know why they go to the counselor, do not go counselor, or go for academic reasons. The number who report that they referrals or for disciplinary reasons is small, from 2 to 3 percent. ounselors estimate around 10 percent come sometime during the school year for referrals. They agree that most of the counseling time they spend on discipline/referrals is with a very small percentage of the students, indicating a large number of repeat offenders of one kind or another.

These final survey items suggest that secondary students turn to their school counselors primarily for assistance in the academic area, and secondarily for help in the area of career planning and selection. Although most students acknowledge that personal counseling is available to them, relatively few of the grades 9-12 students say they received help in the personal/social area and fewer yet say they would turn to a school counselor for help with a personal problem.

The student and staff surveys were constructed in such a way that items on one instrument were mirrored somewhat on the other. The wording could not be identical because students were asked to relate their personal experiences while teachers were asked to judge the effectiveness of the counseling program in general. Also, for those items having a five-point response scale, teacher items were designed to assess the counseling program directly while student items were more inferential in nature. For example, students were asked, "Do you feel that your career interests match your career abilities?" The comparable teacher survey item asked, "Are your counselors effective in assisting students in matching their career interests with their career/educational abilities?"

The survey items requiring a "Yes," "No," or "Don't Know" response provided an opportunity for a more direct assessment of the counseling services by both the students and the staff. When comparing the responses of each group to these survey items, most of which included the word "counselor" or "counseling," a certain pattern of responses became apparent. Both teachers and students, in general, gave their most positive responses to items assessing those counseling services included in the academic domain, the next most positive to those in the career domain, and the least positive to those in the personal/social domain.

There were some exceptions to this general trend. Teachers revealed a high degree of uncertainty with regard to the services counselors were providing in the career domain. And a comparable degree of uncertainty (42 percent) was evidenced by students in grades 7-10 when asked, "Is academic counseling help easily available to you at your school?" Use of the word "easily" may have contributed to the exceptionally poor response in this latter instance.

For parents what is the impact of the counseling program of the district? Information with which to assess the impact of the counseling program on parents was gained through a telephonic survey of 65 items. A total of 950 parents were sent letters informing them that they would be called. Of these, 715 were actually reached and surveyed for a 75 percent return. Actual percentages of responses for each item of the survey appear in Appendix L.

The first 45 items of the survey asked whether or not parents have received assistance or information in 15 areas. If the parent responded "No," then they were asked if they had in fact requested that information. If the response to the first question was "Yes," then the parent was asked, "How useful was the assistance or information given?" Table 23 shows the percent of responses.

TABLE 23
PARENT RESPONSE
FIFTEEN AREAS OF INFORMATION OR ASSISTANCE

N: Grades 7-8 = 232, Grades 9-10 = 244, Grades 11-12 = 224

Area of Need	Grade	Percent		Percent of Who Asked	Quality of Assistance for Yes Answers			
		Yes	No		Excellent	Good	Fair	Poor
Enrolling child	7-8	62	34	4	26	63	11	1
	9-10	59	35	11	26	64	8	2
	11-12	46	50	4	30	57	10	4
Classes available	7-8	79	22	17	22	63	13	2
	9-10	77	23	7	17	68	12	3
	11-12	71	29	12	23	60	15	2
Child's achievement other than report cards	7-8	64	36	15	33	56	7	5
	9-10	65	35	16	27	60	11	3
	11-12	65	35	13	28	58	11	2
Information on child's attendance	7-8	57	43	5	28	65	3	4
	9-10	56	44	6	29	58	8	5
	11-12	65	35	4	31	53	8	8
School problems	7-8	51	49	3	30	46	10	15
	9-10	44	57	2	30	46	14	11
	11-12	38	62	1	33	45	16	7
Child's interests	7-8	29	71	4	26	64	9	2
	9-10	39	61	5	22	61	13	4
	11-12	32	68	6	18	67	11	4
Improving child's relationship	7-8	24	76	4	32	52	11	6
	9-10	25	75	8	30	47	13	11
	11-12	24	77	5	25	59	11	5
Planning future course	7-8	54	46	3	34	54	7	6
	9-10	63	38	6	35	50	12	3
	11-12	55	45	7	29	62	4	6
College financing	7-8	10	90	2	29	57	10	5
	9-10	23	77	2	26	56	15	4
	11-12	45	55	7	23	51	16	11
College selection	7-8	13	87	1	39	39	14	7
	9-10	34	66	1	14	68	19	0
	11-12	48	52	7	29	54	11	6
College entrance requirements	7-8	22	78	1	37	51	10	2
	9-10	47	53	2	29	59	12	1
	11-12	58	42	8	27	63	9	2
Possible careers	7-8	27	73	1	20	60	17	4
	9-10	43	57	1	13	60	20	7
	11-12	50	50	5	22	59	15	4
Solving personal problems/concerns	7-8	34	67	8	25	46	15	14
	9-10	29	71	9	33	45	14	8
	11-12	27	73	5	35	48	11	6
Talking/meeting with teacher	7-8	54	46	7	22	58	16	5
	9-10	55	46	5	29	55	10	6
	11-12	50	50	6	27	58	7	8
Difficulties with other students	7-8	24	76	2	33	37	17	13
	9-10	14	86	3	15	53	27	6
	11-12	10	90	1	14	68	9	9

The data are reflective of findings in other areas in that:

- Parents tend to ask for and/or receive assistance in the academic area most often: matters of achievement, classes, requirements, etc.
- Relatively small percentages of parents who do not receive information or assistance ever ask for it--in only three instances did more than 10 percent of those answering "No" ask for help: assistance in enrolling a child at grades 9-10, assistance on classes available, and achievement information other than report cards.
- Parents who have received information and or assistance most often rate that assistance or information as excellent or good; in no case did as high as 40 percent give a ranking of fair or poor.

Those conducting the phone survey found that many parents were surprised by the questions; that is, they had never thought to ask for the information or assistance even though they had felt a need for it.

Question 46 asked parents if they think someone at the school has helped their son or daughter in relation to ten areas. Table 24 shows the percentages answering yes to each area.

TABLE 24
PARENT SURVEY
PERCENTAGE OF PARENTS WHOSE STUDENTS
RECEIVED AID IN TEN AREAS

Area of Assistance Given	Grade	Percent Yes
Understanding abilities	7-8	68
	9-10	63
	11-12	73
Aware of educational alternatives after high school	7-8	40
	9-10	53
	11-12	66
Preparation for finding a career	7-8	36
	9-10	51
	11-12	58
Finding courses needed	7-8	67
	9-10	76
	11-12	78
Finding a job	7-8	6
	9-10	14
	11-12	22
Developing a better attitude	7-8	48
	9-10	43
	11-12	44
Coping with family problems	7-8	26
	9-10	26
	11-12	27
Getting along better with adults	7-8	35
	9-10	33
	11-12	37
Setting realistic goals	7-8	39
	9-10	43
	11-12	45
Overcoming personal difficulties	7-8	42
	9-10	37
	11-12	43

As one might expect, the percentages of "Yes" responses tend to improve in many areas as students move up in grade levels. For instance, over 60 percent of grades 7-8 parents do not think that anyone has ever helped their child become aware of educational alternatives after high school. At grades 11-12, over 66 percent believe that someone has provided that assistance to their child. Most questions reflect this trend. In terms of parent awareness or perceptions and the agreed upon definition of critically negative response (40 percent negative response), eight of the ten areas are perceived as critically negative by parents:

- Becoming aware of educational alternatives after high school
- Preparation for finding a career
- Finding a job
- Developing a better attitude toward teachers or school
- Coping with family problems
- Getting along better with adults
- Setting realistic goals in life
- Overcoming personal difficulties

The first and fourth of these related indirectly to the academic domain. The other six relate to jobs, the world of careers, and interpersonal relationships. Two needs are expressed:

- The need to include these areas more prominently in the counseling program
- The urgency of devising ways to communicate to parents more entirely, more clearly, and more timely what assistance is provided students through the counseling program.

Questions 56 through 65 provide general information on the impact of the guidance program on parents. Somewhat less than half of all parents have ever attended a meeting sponsored or arranged by the school's counseling department. Of those who did, about 80 percent find such meetings helpful or informative. Almost 90 percent are aware that a counselor has been assigned to assist their son or daughter, but only about 65 percent are aware that others are available at the school to assist parents. Only between 55 and 60 percent know that tutoring or academic assistance is available in addition to the regular classroom. Less than 30 percent at any grade level have been informed by the school of other community agencies who are available to give assistance in time of need. Across secondary grades, about 65 percent of parents rate the school's communication efforts as excellent or good with about 35 percent rating them fair or poor.

Between 70 to 75 percent of parents see their child's relationship with teachers and with counselors as excellent or good. Overall, about 22 percent of parents rate their school's counseling program as excellent, about 50 percent as good, about 19 percent as fair, and about 9 percent as poor.

While these are positive statistics, they still show about 28 percent of the parents rating the counseling program as fair or poor.

What is the level of client satisfaction - elementary?

Administrator Satisfaction. Of all site staff surveyed, the principals were the most positive in all responses. On ten questions with mean responses where 5 was the most positive answer, the principals answered eight questions with means of 4.0 or above. In summary, the principal's answers indicated that they were:

- Knowledgeable about counseling (4.89)
- Satisfied with the program at their sites (4.02)
- Able to offer input into the counseling program (4.72)
- Cognizant of the function of the consultation team (4.50)
- Aware of the counselor's involvement on the consultation team (4.60)
- Pleased with the effectiveness of the counseling center programs at their sites (4.19)
- Satisfied with the level of communication between site staff and counseling staff (4.01)
- Involved in the preparation of the site guidance plan (4.13)

The two questions with less positive responses from principals concerned the usefulness of the site guidance plan (2.91), and the adequacy of the program to meet the needs of their sites (2.95).

One principal addressed the issue of high satisfaction but low adequacy in this comment:

- It is unrealistic to expect a great deal of success in these areas when the counselor is not on site full time. It has been said that getting involved with children in their school life helps prevent many of the difficulties they may experience in future years...Is anyone in this district listening?"

A common remark by principals highlighted their satisfaction with the person in the counselor position. Several commented that they are happy now, but were not before with a different person in the position. This attests to the desirability of the capability to move innovative personnel around at the elementary level. It helps to expand effective counseling activities to other schools. In-school and head counselors stay at the same site. Principals are unable (or unwilling) to transfer them to other sites or positions.

The high level of positive response from principals on the counseling program correlates with their highly positive comments on the "Principal's Opinion of Effectiveness of Services, K-12 District Counselors," which is completed annually by principals (See Appendix M). In 1985-86, 83 of the 105 elementary school principals responded to this opinion survey. Seventeen percent of those responding rated the counselors as satisfactory (3.0), and 82 percent rated them as very satisfactory (4.0 or above).

Teacher satisfaction with the elementary counseling program. In looking at the same ten questions with most positive mean responses of 5, teachers had a mean response of 3.0 or above on six, and no responses at 4.0 or above. The teachers responded positively to the following items:

- Being knowledgeable about the counseling program (3.79)
- Satisfaction with the program at their sites (3.26)
- Knowledge about the function of the consultation team (3.63)
- Awareness of the involvement of the counselor on the consultation team (3.92)
- Effectiveness of the counseling center (3.35)
- Satisfaction with the level of communication between site staff and counseling staff (3.59)

Teachers had mean responses of less than 3.0 in the areas concerning their ability to have input into the counseling program (2.74), their involvement in the preparation of the site guidance plan (1.85), the usefulness of that plan (2.75), and the adequacy of the counseling program for the needs at their site (2.87).

In their comments, many teachers lamented the lack of counselor time on site. Several comments expressed the teachers' wish that all counselors have classroom experience. As with the principals, teachers often indicated their satisfaction with the person more than the program. The perceived success of the program is directly related to the reputation and popularity of the counselor.

Student satisfaction with the elementary counseling program. Students in grades four through six answered questions about their attitudes and needs for counseling within the three domains and about the services provided to them in counseling. An additional section of questions asked to whom they would actually go for help in four areas of concern. Data were analyzed on the student responses by grade level, ethnic/racial background, gender, resident or bus status at the site, enrollment at a low, medium, or high counselor:student ratio school, enrollment at a school with or without a counseling center. For the most part, very few differences were noticed in the response by grade level, resident or bus status, or gender. An exception to this trend concerned the topic of middle school or junior high. As would be expected, sixth graders were much more positive in thinking about making this change, and reported a high level of counselor discussion on this topic.

In the career domain, three questions gauged student awareness of career concepts and one question inquired about counseling services received in this area. Table 25 presents the response by all students, and by several categories of students. Over 74 percent of all students indicate that they think about these concepts either "a lot" or "sometimes." Students in low counselor:student ratio schools show the highest positive response for any group. Although the students suggest a fairly high level of career awareness, they report much lower levels of actual services received in this area. Only 25 percent of all students responded that "the counselor has talked to me about careers (jobs in the future)." Among ethnic groups, Black students were most likely to report such contact (34.7), and White students least likely (21.1). Students at schools with low counselor:student ratios had the highest response of all groups (51.2), while students at high counselor:student ratio schools (18.4) and schools without counseling centers (15.1) had the lowest rate of reporting such contact.

These findings are consistent with the response on the staff survey concerning the representation of the three domains within the counseling program. The career domain was the least evident according to all groups of respondents. Schools with the most counseling time were best able to include career awareness and career fairs in their counseling programs, and the student response reflects that finding.

TABLE 25
PERCENT OF ELEMENTARY STUDENT RESPONSE
CAREER DOMAIN

Question	All Students	Hispanic	White	Black	Asian	Low Ratio	High Ratio	Counsel Center	No Center
I think about what work I want to do when I'm grown up.	84.3	86.1	85.4	85.9	75.9	88.8	79.7	84.9	81.8
I think that my current interests and skills will help me choose a job later.	74.6	71.5	75.7	76.0	73.9	81.0	74.0	75.5	69.9
I think that I can be whatever I want to be when I grow up.	89.7	89.3	90.5	89.8	87.9	89.9	87.2	89.4	89.7
The counselor has talked to me about careers (jobs in the future).	25.0	25.3	21.1	34.7	25.1	51.2	18.4	25.0	15.1

In the academic domain, three questions were asked about student awareness and attitudes, and three about actual services provided. Table 26 shows the positive response by all students and several categories of students. A positive response of over 80 percent was reported for all three awareness questions. Few differences were noted in the response of any groups. The positive response for the actual service questions shows a wide range, from a low of White students, students at high counselor:student ratio sites, and students at schools without counseling centers to a high of Black students, and students at school with low counselor:student ratios.

Again, the students' perception of service provided is lower than the level of student awareness. Fifty-six percent of all students responded positively to the statement "The counselor has talked to us about working hard in school." This tallies with the staff survey indicating that the academic domain was second in rank as being reflected by the counseling program.

TABLE 26
PERCENT OF ELEMENTARY STUDENT RESPONSE
ACADEMIC DOMAIN

Question	All Students	Hispanic	White	Black	Asian	Low Ratio	High Ratio	Counsel Center	No Center
I think it is important for me to do good work in school.	96.7	94.1	97.0	96.2	96.5	97.2	95.3	96.6	96.0
I am looking forward to middle school or junior high.	81.6	85.3	78.9	86.4	81.1	84.5	76.2	82.0	78.4
I think that I learn better when I behave well.	90.4	90.7	90.8	90.1	89.8	90.7	89.7	90.5	87.6
The counselor has talked to us about working hard in school.	56.0	60.8	49.2	64.8	60.1	73.4	47.4	57.3	45.1
The counselor has helped me to get special help for my schoolwork.	17.7	21.5	12.8	24.4	19.9	21.3	15.9	17.2	15.3
The counselor has talked to us about changing to middle school or junior high.	24.1	22.9	21.1	30.7	28.0	25.4	17.8	23.1	21.1

In the personal/social domain, students responded to three attitude and awareness questions, and three questions about services received in this domain. Table 27 presents the data in summary form. Awareness levels were high (over 90 percent) in two areas for all students, but the statement "I think that people like me at school" only received a 75.8 percent positive response. Very little difference was noted among categories of students on the attitude and awareness questions.

Questions 18 and 19 asked the students if their counselors had spoken to them in general about personal/social issues. For all students, 69.6 percent said that the counselor had discussed "getting along with others," and 59.6 percent said that the counselor had talked to them about "being responsible." Black students, students at schools with low counselor:student ratios, and students at schools with counseling centers had the highest positive response to the two questions. Students at schools with high counselor:student ratios and those at schools without counseling centers had the lowest positive response rate.

Question 17 asked if individual counseling service had been received by the student for "a problem in my life." Students could answer "Yes," "No," or "No Need," meaning that they have had no need for this help. For all students, 23.5 percent responded that they had spoken to a counselor, 49.6 percent said no, and 26.9 percent answered that they had had no need to do so. Blacks (28.7) and students at schools with low counselor:student ratios (30.9) had the highest affirmative responses, while Asians (19.8) and students at schools with high counselor:student ratios (19.8) had the lowest affirmative responses.

The frequency of service rated by the students shows the personal/social domain to be slightly ahead of the academic domain. This corresponds with the staff survey, which endorsed the personal/social domain as most reflected by their counseling programs.

TABLE 27
PERCENT OF ELEMENTARY STUDENT RESPONSE
PERSONAL/SOCIAL DOMAIN

Question	All Students	Hispanic	White	Black	Asian	Low Ratio	High Ratio	Counsel Center	No Center
I feel that people like me at this school.	75.8	73.4	77.8	76.3	73.6	74.4	73.9	76.0	77.5
Getting along with other people is important to me.	91.3	91.7	92.8	90.4	88.7	93.7	89.5	91.5	89.3
Being responsible for my own decisions at school is important to me.	93.0	92.7	94.2	93.1	91.4	94.6	90.7	93.4	90.8
I have talked to the counselor about a problem in my life.	23.5	22.5	24.4	28.7	19.8	30.9	19.8	23.3	20.2
The counselor has talked to us about getting along with others.	69.6	72.1	67.0	76.8	67.3	83.7	62.8	71.4	55.0
The counselor has talked to us about being responsible.	56.6	63.0	49.3	65.5	60.4	75.2	48.2	57.4	41.2

Student satisfaction with the counseling program in general is reflected in the statement, "I think the counselor is important in this school." The percent of "Yes" response for all students was 85.3 percent, indicative of high general satisfaction. Fourth graders were more positive in their response (89.5 percent) than sixth graders (79.9 percent).

Table 28 presents the response by ethnic groups and categories of schools. Among the ethnic groups, Hispanic students had the highest percent of "Yes" response (88.3 percent), although Black students had been more positive in every other question. White students, who had been least positive in six of the other nine service questions, were also the least positive (82.5 percent) on this question. As was true for all nine questions on services provided, students at schools with low counselor:student ratios (91.4 percent) had the most positive responses. Second to them came students at schools with counseling centers (85.8 percent). Where counselors are available most of the time, they are considered important by the students. Students at schools without counseling centers showed the least satisfaction, with 79.1 percent positive response. Some elementary students may see the counselor as just another member of the school staff.

TABLE 28
IMPORTANCE OF SCHOOL COUNSELOR
ELEMENTARY STUDENT RESPONSE

	Percent
All Students	85.3
Hispanic	88.3
White	82.5
Black	86.3
Asian	87.7
Low Ratio	91.4
High Ratio	84.4
Counseling Center	85.8
No Center	79.1

Four additional questions asked students to whom they would go for help in certain areas. For each question, the students could select either a family member, the school counselor, another school staff member, or a fellow student. They could also indicate that they would speak with no one, or had never asked anyone for help. The results of these questions form an interesting contrast to the very high positive response to other questions about counseling. Although students appear to have high regard for the counselor, very few chose the counselor as the person to whom they would go for help. Family members were the top choice, followed by school staff members (in three cases).

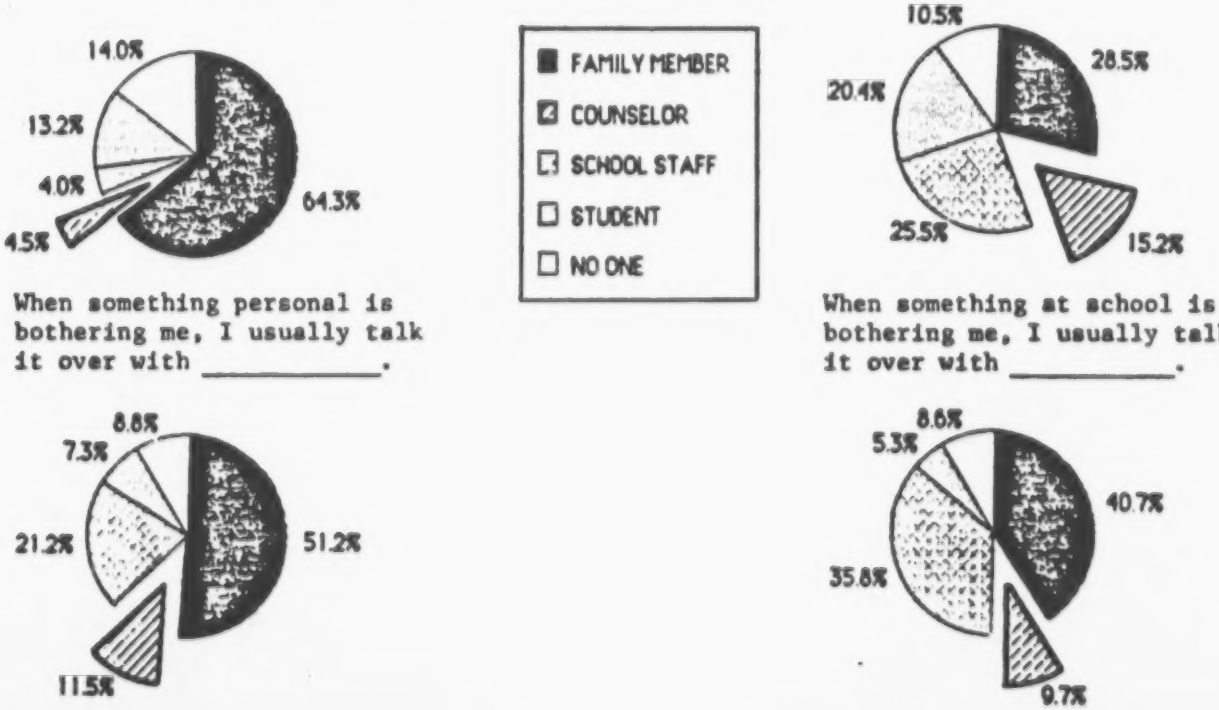


Figure 8. Student response to choice of advisors.

How do secondary counselors perceive their role in relation to district goals, district policies, and school site missions?

Information Circular No. 161, District Mission Statement, Goals, and Superintendent's Objectives for 1986-87, lists board goals for several areas:

- Instructional Program
- Personnel
- Management and Finance
- Integration
- Facilities Planning
- Community Participation

No specific goals or objectives are written for the guidance program. However, the wording and implications of the board's goals and the superintendent's objectives listed under each of those portends activities and responsibilities for guidance staff. For instance, under Instructional Program are objectives related to the promotion/retention policy, the at-risk policy, and the drop-out prevention policy. Each of these policies have inherent responsibilities for counselors. Counselors have major responsibilities for promoting the integration program. Equitable placement policies certainly carry large responsibilities for the guidance staff.

As discussed earlier, many policies, procedures, and education code demands are related specifically to the responsibilities of counselors. More directly, each site guidance plan mirrors the goals and objectives set forth in the K-12 Comprehensive Guidance Program, adopted by the board in 1983.

Table 29 shows how counselors view 15 areas of responsibility which impact the guidance program. Since the scale of response is such that 1 is most positive and 5 is most negative, any mean response less than 3 constitutes a positive response. Usually, the administrators' responses are most positive. For item 25, for instance, administrators gave a mean of 1.7. On item 28, however, IEP's for special education students, counselors gave the most positive response. In over one-half the cases, counselor responses more often resembles the administrator than the head counselor. In eight of the 15 instances, head counselor response was most negative, and only once most positive.

To item 19, Equity in Student Placement, 83 percent of counselors gave a positive response, with 34 percent being strongly positive. Eighty-one percent feel that the promotion/retention policy impacts their work positively. On some items, there was a strong response to the "No Impact" category. When queried about this in the interviews, counselors responded that some policies simply reflected what counselors had traditionally placed heavy emphasis on anyway. Such was the case, they say, for numbers 25, 26, and 27: administering and explaining career planning instruments, completing long-range academic plans, and reviewing students' academic records continually to insure proper placement and academic standing.

TABLE 29
GUIDANCE AND COUNSELING SURVEY
15 ITEMS REFLECTING COUNSELING SUPPORT FOR DISTRICT POLICIES
ADMINISTRATORS, HEAD COUNSELORS, AND COUNSELORS

Question	Category	N	PERCENTS					
			Strongly Positive Impact	Slightly Positive Impact	No Impact	Slightly Negative Impact	Strong Negative Impact	No Response
19. Equity in Student Placement	Administrs.	19	47	37	16	0	0	0
	Head Couns.	21	43	33	10	5	10	0
	In-School Couns.	59	34	49	7	3	3	3
20. Promotion/ Retention Policy	Administrs.	19	58	16	0	26	0	0
	Head Couns.	21	38	43	0	10	10	0
	In-School Couns.	59	39	42	3	10	3	3
21. District stated goals for K-12 Comprehensive Guidance Program	Administrs.	19	53	21	16	11	0	0
	Head Couns.	21	29	43	19	10	0	0
	In-School Couns.	59	29	32	24	9	0	7
22. Planning objectives and activities for the site guidance plan	Administrs.	19	37	42	16	5	0	0
	Head Couns.	21	24	37	14	5	0	0
	In-School Couns.	59	24	39	22	10	0	5
23. Carrying out OCR requirements for balancing classes	Administrs.	19	21	26	16	32	0	5
	Head Couns.	21	10	19	14	43	14	0
	In-School Couns.	59	15	25	12	31	12	5
24. Carrying out the provisions of Title 9	Administrs.	19	16	37	21	21	0	5
	Head Couns.	21	10	24	24	33	10	0
	In-School Couns.	59	10	25	25	22	12	5
25. Carrying out the requirements for administering and explaining the results of the Career Planning Program (CPP) at grade 8	Administrs.	19	47	37	5	5	0	5
	Head Couns.	21	24	38	24	5	5	5
	In-School Couns.	59	41	15	24	7	3	10
26. Carrying out the requirements for completing the 4-Year Plan	Administrs.	19	74	11	11	0	0	5
	Head Couns.	21	38	19	29	10	0	5
	In-School Couns.	59	34	19	25	5	2	15
27. Carrying out the requirements for completing the 10th grade academic review	Administrs.	19	26	5	21	0	0	47
	Head Couns.	21	43	14	5	5	5	29
	In-School Couns.	59	17	31	5	14	3	31
28. Carrying out the requirements for IEP's for special education students	Administrs.	19	26	42	5	21	0	5
	Head Couns.	21	14	43	19	19	5	0
	In-School Couns.	59	32	31	20	12	0	5
29. GATE identification practices and activities	Administrs.	19	42	53	5	0	0	0
	Head Couns.	21	14	57	14	10	5	0
	In-School Couns.	59	24	32	25	7	0	13
30. Activities for complying with bilingual guidelines	Administrs.	19	16	63	16	5	0	0
	Head Couns.	21	14	43	29	10	5	0
	In-School Couns.	59	14	39	25	9	3	9
31. Program/project identification of participants	Administrs.	19	11	79	11	0	0	0
	Head Couns.	21	29	43	24	0	0	5
	In-School Couns.	59	15	46	22	3	0	14
32. Administering/ supervising district testing programs	Administrs.	19	42	21	21	16	0	0
	Head Couns.	21	38	19	19	24	0	0
	In-School Couns.	59	17	32	29	25	3	3
33. Administering/ supervising state testing programs	Administrs.	19	42	37	5	16	0	0
	Head Couns.	21	33	24	14	29	0	0
	In-School Couns.	59	15	27	27	24	3	3

The responses to items 23 and 24, carrying out Office of Civil Rights (OCR) requirements for balancing classes ethnically and carrying out the provisions of Title 9, illustrate that the more distant the dictate of the policy the more negative its reception. Additionally, counselors resent the implication of these policies that they were or are doing something contrary to what should be done. The item receiving the second most negative response is 32, administering/supervising district testing programs. In terms of the agreement that an item should receive a negative response of 3 to be considered critically negative, administrators viewed no items negatively. Head counselors gave a negative response to two items--23 and 24. In-school counselors gave a critically negative response to only one of the 15 items--carrying out the provisions of Title 9. The policy which received the strongest support overall was Equity in Student Placement.

What new or innovative guidance practices and procedures seem to promote better guidance programs?

Appendix R of the "Information Report on Guidance and Counseling Services," June 1987, prepared by the Guidance Services Department, documents several promising practices in current use in this district. During the course of the present evaluation, systems or practices for accomplishing guidance goals were encountered which seemed unique, innovative, and appeared to be effective in operation. While time did not permit the gathering of extensive data on each of these, those presented here seemed to provide evidence to suggest their consideration.

Here are some examples of practices which counselors and other school personnel find to be promising:

A. Webster Elementary Counseling Center. Webster enjoys the nearly full-time services (4.5 days per week) of a district counselor and two guidance aides. The organization is such that all students are able to participate in center activities once every three weeks. The counselor runs a drug abuse prevention education series for all students. Webster recently held an all day Career Fair with non-traditional as well as traditional career opportunities explored. In May 1987, U.S. Attorney General Edwin Meese visited Webster and toured the counseling center.

B. Sandburg Elementary. The Sandburg program is an example of what can be accomplished with little counselor time but excellent administrative and counseling staff communication. The site has no vice principal or resource teacher position. The counselor is present only two days per week on site, and a guidance aide assists with the center's activities in a small office under counselor direction and supervision. The counselor and principal have discussed and agreed upon the counselor's role in the school, and therefore her time is not spent on administrative and other duties outside the realm of counseling. Because of this consensus on counselor function, the counseling program is able to offer a range of activities usually not possible at sites with such limited counselor time.

C. **Mann Middle School's Advisory Class.** 1) Mann's Advisory class of 20 minutes per day is designed to meet the social and emotional needs of the middle school child. Students are encouraged to investigate their feelings and concerns. Objectives for the class say that each student will:

- Learn about his/her classmates
- Understand school rules and procedures
- Contribute as a member of an advisory group
- Demonstrate self awareness and awareness of others
- Learn and appreciate individual differences
- Develop decision-making skills
- Contribute to a positive school climate through advisory activities

Lesson plans and directions are provided by the counseling department and the administration.

2) **Microcomputers in the Counseling Center.** Mann's counselors are using microcomputers for many functions. Recordkeeping and retrieval, word processing, class changes, and academic programming are some of the tasks done quicker and easier.

D. **Serra High School, Discovery 1, Grade 9.** Discovery is a one-semester course providing ninth graders the skills needed for a successful educational experience in high school. It does not conflict with any magnet. It promotes race/human relations and supports the academic program. Discovery acknowledges that entering high school is a giant step, and is prepared to help ninth graders make it.

A six-week strand, Discovery: Self, involves students in experiences to develop skills for daily living. Since all these groups are on a student:teacher ratio of 23:1, the students have the opportunity to develop trust in one another, become friends more easily across social, gender, and racial lines, develop the beginnings of a peer support system, and continue to develop a sense of responsiblity as they grow closer to adulthood.

E. **Roosevelt Junior High School Action Card.** Through procedures developed by administrators, counselors, and teachers, each student referral sent to the counselor is accompanied by an action card which shows what preventive or corrective action the teacher has taken prior to the referral. Inservice preceding the issuing of the card tends to prevent teachers sending students to the counselor on petty items--no pencils, chewing gum, etc.--or on behavioral problems on which the teacher has exerted no influence. Furthermore, the card tends to prevent the counselor from duplicating efforts already taken by the teacher.

F. **University City High School Four-Year Plan Review.** This process implements three very important managment and guidance principles:

- Building on what has been done before
- Systematic planning to accomplish a goal
- Assessing the success of the program

Eighth-grade counselors are charged with carrying out the Career Planning Program (CPP) and designing the four-year academic plans for all students. Extensive time and effort are necessary to administer the CPP, help students assess their strengths and weaknesses, their abilities and preferences, their career options, and the levels of success and readiness. A four-year career plan is then developed. Much of this process is wasted if all ends at grade 8. The value of the process increases if reviewed at higher grade levels. UC's plan builds on the efforts of the grade 8 counselors and students, by systematic recognition of efforts exerted before, and the continuation of those efforts forward. This systematic planning, goal setting, and evaluation of results insure continued benefit from the monies and efforts which go into the CPP and constitutes the four-year plan.

This process and plan demonstrated another important guidance principle: counselor and counselor leadership knowledge of previous effort in the guidance life of the student. The head counselor responsible for the program came to University City from a middle school where four-year plans were developed using the CPP. At that school he achieved almost total involvement of parents and students in the process. This same expertise is now used at the senior high to ensure superior follow-up and counseling of students. It illustrates the transformation of a mandate into a positive and winning approach.

At University City High, records are kept on student programs planned at counselor conferences, on all parent contacts and follow-ups, and on parent evalaution of the process. As a result 455 or 462 tenth grade students carried out the process of academic review and planning for their last two years of high school. This program demonstrates superior use of counseling done previously at lower grades. It also demonstrates the value of the head counselor position when that position exerts strong, innovative leadership.

G. Taft Junior High School, Student Assistance Team (SAT), 1987-88. This SAT is sponsored in part by a grant from the County Office of Education from their drug prevention program. The Student Assistance Team is composed of the head counselor, the counselor, the dean of students, the nurse, the social concerns teacher, and other persons who might be knowledgeable about each case. The dean of students is a teacher who works two hours a day with discipline and attendance problems, while teaching three hours. Taft, being a very small junior high school, has minimal district counselor time.

Cases may be referred to the team by members of the team or other responsible persons. Students in need may also refer themselves. The team will review cases, recommend drug screening and/or family counseling. Assistance will be provided from San Diego State University by the Marriage, Family, Child Counseling interns under the supervision of the professors and clinicians. Each case is documented extensively. The program is also exemplary in that it:

* Seeks out extra-school funding sources
* Makes use of community (SDSU) resources
* Bridges school and community services to serve the students

H. Standley Junior High School, Four-Year Plan Conference Program. Standley's program of conferencing junior high school students has generated outstanding results. In 1986-87, Standley conferenced all 389 of their eighth grade students and all ninth grade students new to the school. Parent participation approached 90 percent and parent evaluation forms are on file. Most parents rated the conference experience either a 4 or 5, with 5 being high on a scale of 1=low/5=high. Success was achieved, they report through:

- Careful selection and training of paraprofessionals assistants who schedule conferences and make necessary arrangements
- Early starting and continuity throughout the year
- Development of local and VEEP community support

Parent Teacher Student Association support and enthusiasm are very high. Schools not experiencing the level of student and parent participation might consider visiting Standley and conferring with the head counselor.

Another important principle of management and leadership was illustrated in this program and borne out in conversations with Standley's head counselor. When events, such as parent/student appointments are calendared--put on the calendar by date and time--nothing interferes with them. All parties make a serious commitment to appear.

I. Hoover High School. 1) "The Art of Referral Writing Inservice." A plague that haunts counselors are repeated referrals for innocuous matters. Hoover's counseling department conducts inservice for teachers on when and how to write referrals. Teachers learn to use referral language that is not offensive to students or parents. They learn that the referral of students for very minor offenses is a waste of the counselor's time, and dilutes the counselor's ability to deal with important guidance matters. Techniques are taught for dealing with minor rule infractions within the classroom setting. The inservice has had worthwhile payoffs in fewer referrals for innocuous matters, and in increased communication between guidance and teaching staff.

2) Community College Trade and Technical Fair. Guidance staff work to ensure community college support and to recruit community college volunteers. Facilities are set up outdoors and a festive air is established with prizes given and refreshments served. Students make decisions about post high school which they have not yet felt the need to do.

3) Tardy/Truancy Policy. A written policy documents student, teacher, counselor, and administrator responsibilities for tardies and absences. Teachers and counselors teach and reinforce the regulations and make students aware of extrinsic and intrinsic results of tardies and truancies. Extrinsic results are exemplified by monies lost to the educational program. Intrinsic results are student loss of learning, class interruptions depriving students of learning opportunity, and loss of continuity in learning. Strong emphasis and enforcement of the policy has resulted in specific documentation of reduction of unexcused tardies and unapportioned absences.

J. Madison High School. 1) Project Succeed. Project Succeed is under the direction of the guidance staff but is carried out by two aides. Students referred to the program report daily to the aides to recieve a card. This card is carried throughout the day for eight weeks and is initialed by each teacher to show that the student was present and participated in the class. Project staff are responsible for facilitating communication between teachers, parents, counselors, and students. Parent conferences are scheduled as needed. In 1985-86, 54 percent (117 students) of the students referred, successfully completed the process. Commendation letters are sent to parents of students who successfully complete the program.

2) Statement of Site Plan Objectives. Madison's site guidance plan demonstrates that guidance objectives can be written in terms of student outcomes. Most guidance plans have objectives written in terms of opportunities for students to have experiences. Madison's objectives are stated in observable and countable behaviors. The two objectives below illustrate this principle:

- By June 1987, at least 80 percent of students will be able to name a staff person they would go to if they needed help with educational or personal problem.

- By June 1987, 60 percent of juniors interviewed will be able to name four college/career speakers they attended and 60 percent will include higher education in their post high school plan.

Evaluation of the plan is built in, in that a number of students will be interviewed at each grade level and success of the program will depend on student responses. In addition, because staff know on what basis their work will be evaluated, they work to accomplish that objective. They communicate to the counselee what they are doing, what results are expected, and how success will be measured. Since this is true, the well-written guidance objective will drive or determine the counselor's objectives during Stull Bill Objective preparation.

3) Guidance Plan Division of Labor and Staff Expectations. The Madison High School Plan is exemplary in explicating responsibility for the different areas and domains of the guidance program. In line with recommendations of major national studies and committee reports--Keeping the Options Open, Recommendations by the College Board; A California K-Adult Counseling and Guidance Reform Proposal; and Caught in the Middle: Educational Reform for Young Adolescents in California Schools, Report of the Superintendent's Middle Grade Task Force, 1987. The majority of in-school counselors' responsibilities lie in the Academic Domain. The Career Domain is made the responsibility of the career counselor, career aide, librarian, and the vocational rehabilitation counselor. The personal/social domain is placed in a race/human relations domain under the responsibility of the district counselor, the nurse, Project Succeed, the social concerns teachers, another teacher teaching a guidance class, and the attendance secretary. This, in theory at least, gives the in-school guidance counselor freedom to concentrate his/her efforts in the academic domain while exerting leadership in all three areas.

What are major state or national reports which may be helpful in redesigning or adjusting the counseling program of the district?

A major national report which must be considered in approaching the improvement of guidance program is Final Report: Keeping the Options Open, Recommendations, by the Commission on Precollege Guidance and Counseling sponsored by The College Board, October 1986. This report is available in PRE Division offices and at Riley Counseling Center. It makes eight formal recommendations for improving precollege counseling and guidance. Four of these relate to the secondary school program:

1. Establish a broad-based process in each local school district for determining the particular guidance and counseling need of the students within each school and for planning how best to meet these needs.

2. Develop a program under the leadership of each school principal that emphasizes the importance of the guidance counselor as a monitor and promoter of student potential, as well as coordinator of the school's guidance plan.

3. Mount programs to inform and involve parents and other members of the family influential in the choices, plans, decisions, and learning activities of the student.

4. Provide a program of guidance and counseling during the early and middle years of school, especially for students who traditionally have not been well-served by the schools.

Analysis of the data provided by this study show that all four of these recommendations are strongly pertinent to the San Diego City Schools guidance program.

A major state report which, though directed to the middle years of school, has major implications for guidance. Caught in the Middle: Educational Reform for Young Adolescents in California School is a report of the state superintendent's middle grade task force, published in May 1987. A major section of the report, Academic Counseling, is pertinent to this study. It points out that "Teachers and counselors have the most vital role to play in making certain that students have the benefits of a strong academic counseling role." (page 54.) Major emphasis, they believe, should be on the academic counseling role. Expectations are that teachers will be an integral part of carrying out the counseling program and will participate in the assessment and evaluation of that program. They offer five extensive recommendations for the implementation of the needed program.

"A California K-Adult Counseling and Guidance Reform Proposal," developed by the California Task Forces, February 1985, outlines proposals for the reformation of guidance in the state of California. It outlines the essential components of a comprehensive guidance program, gives 11 position statements, and offers guidelines for gaining the support of special audiences. This report is on file in the district.

In a memo to the Pupil Personnel Services Development Committee of the State Department of Education, dated December 1, 1971, Dr. Harvey R. Wall, Guidance Consultant, offered proposals for the "Alternatives to Funding for Utilization of Pupil-Personnel Workers." In this communication he points out:

> High school level guidance and counseling activities currently find professionally trained personnel performing functions which are well below their level of training. Paraprofessional personnel should be utilized for those functions which are below the level of counselor training. Paraprofessional staff will work under the direct supervision of counselors.

He claims that "An existing body of funding could be defined as sufficiently adequate to implement the alternatives spelled out by the above recommendations." Under his plan, counselors would be freed from so-called case loads. "Flexibility of utilization and assignment..." would be used to ensure that counselor services were ordered in such a manner to provide services to every student--not just those bold enough to ask for or demand them. These same findings are relevant today.

Santa Clara Unified School District has published the Guaranteed Guidance and Counseling Services Planner's Guide, 1985-86. It explicates that district's selection of eight quality standards for an excellent guidance and counseling program. Duties and responsibilities of all members of the guidance team are outlined. An integral part of the program is an annual evaluation, "The Counseling and Guidance Audit, Quality Standards for School Guidance and Counseling Reform 7-12." Results are not yet available from the first year's evaluation.

Doubtless, many other such reports and studies abound. These mentioned, however, appear to be meaningful, pertinent, and usable for looking at guidance in the City Schools.

V
DISCUSSION OF FINDINGS

Philosophy and Theory. While counselors and administrators can point to the goals and objectives of their site plans, few articulate any overall philosophy or theory of guidance which dominates and guides their programs. Since no solid framework or theory exists, counseling tends to be reactive, meeting the dictates of crisis, and following the path of spur-of-the-minute needs. If the program is not articulated, planned, and calendared, then it is devised on the spot. This leads one to judge counselees by occurrences as opposed to putting actions into frameworks of belief and study. As Douglas McGregor said in The Human Side of Enterprise, when people claim to have no theory or philosophy of human nature, they simply make one up as they go along. So it is with counseling and guidance. Counseling must reflect beliefs in the nature of people. If not studied, known, and practiced, then counseling can become helter-skelter, spur of the moment.

One thing which appears to be most lacking in our guidance programs is a theory and system of management. Counselors need organizational and management skills to manage their caseloads, set priorities, exert leadership, achieve concensus, and bring about closure and resolutions. They also need practice under expert guidance, articulation, and evaluation for improvement purposes. Current inservice and the Stull Bill evaluation under which counselors currently are evaluated are inadequate for improvement of complex skills involved in carrying out the mission of the guidance program.

Current technologies need to be utilized and placed into the theoretical framework of counseling and guidance. Counselors interviewed praised the use they are making of computers and decried the lack of machines and expertise to aid the guidance process.

In interviews, counselors say that the day-to-day demands of their caseloads preclude the practice of theoretically described counseling. Yet, data from this study show that there is a need and a demand for such counseling in terms of the problems of students and in terms of important major national reports and recommendations. There is a need for counseling which deals with the exploration of the problems adolescents face, in their homes, the school, and society. There is a need for decision-making skills and for cultivating the ability to stay with decisions and make them over and over where necessary, as in the case of drug abuse, alcohol abuse, and sexual adventurism. Properly prepared, trained, and supervised counselors can give this kind of counseling.

Guidance services consists of many services. There should be a division of labor along lines which make best use of expertise available. For those who want to counsel with students on personal and growth problems, their expertise should rest on a theory and philosophy of counseling and guidance which has professional acceptance. Those not so inclined will find other equally important services to offer in the guidance program. Some may take on the responsibility of schoolwide articulation and programming. Another may wish to work exclusively in corrective and positive discipline. The head counselor should possess skill in all areas, but must certainly demonstrate superiority in managing human and organizational resources.

Policies, procedures, and their mandates are attempts to standardize desirable counseling practices and provide accountability. Counselors resent being ordered to do such things as four-year plans and at-risk conferencing. Their resentment springs from the fact that they feel they are already doing these things. They resent the record-keeping required for accountability. Some counselors have done newly mandated tasks for a long time. The concept of the four-year plan originated at Marston around 1974. It is now mandated because the board recognized that it is representative of superior planning. Some had been doing the four-year planning program; most were not. Many did not get serious about the parent conferencing until the second year when it became apparent that reports were being issued.

Recordkeeping is mandated for the same reason. The counseling staff that originated the four-year plan kept precise records to prove what they had accomplished and to keep track of their progress. It should always be a practice to consolidate forms, combine records, and elimate useless practices where such practices can be verified.

In the early investigations of the implementation of the equity policy, counselor after counselor said, "We've always done that around here." Many had, but not all. Mandating the equity policy was an effort to provide a framework for good guidance practices. Most counselors keep staff up-to-date on their counselees' progress toward graduation--credits, required classes, etc. But few have regularly created the individual educational plan necessary to provide intervention and remediation as specified by today's legislation and district procedures.

Organizational Structure. Secondary guidance is currently organized under three main branches: in-school, district (implying a great deal of interschool), and career. District counselors have the leadership of the Director of Guidance as well as two administrators at a level just below the director--the District Counselor Supervisors. Career counselors have the guidance and leadership of an administrator at the district coordinator level.

Secondary in-school counselors have no such leadership. Until January 1987, there was leadership provided by a head counselor on special assignment which was not an administrative position. Currently, there is no person of secondary guidance background at the district level with the responsibility to provide leadership to secondary in-school counselors. It may be argued that the principal has this responsibility. Most principals are not trained in current theory, organization, and/or delivery of counseling service. The temptation exists for them to organize their guidance program to fit the administrative needs of the site. There is a continuing need for supervision, control, recordkeeping, programming, and disciplining at the site. Head counselors are expected to bring some leadership to the in-school counselors and the guidance program. They meet monthly with the Director of Guidance and are expected to inservice their counseling staff. However, they are a part of the site's guidance formula. They are selected by the principal from the counselor ranks. Few have had special training in the leadership skills which all district administrators receive. Some have been in the position since its inception. Counselor leadership needs to be visionary, research oriented, management based, and dynamically inspired.

The head counselor on special assignment had little power to influence the sites' guidance program. The Director of Guidance has attempted to work with School Operations administrators in a cooperative manner to influence sites in carrying out mandated guidance activities. Nevertheless, the position, as filled by those assigned to the job, was the first and most important line of resource and leadership for the in-school counselors. Many quality elements of the present program are in place as a result of that position and the leadership provided.

In-school counselors have no vehicle for meeting regularly for discussion, problem solving, sharing, studying research, or organizing. Counselors' interest could better be served through a highly professional organization for counselors devoted to:

- Better organizational leadership
- High professional expectations of use of their skills
- Differentiated salary schedule
- Year-round allocation of staffing
- A concrete, progressive program of staff development, career progression
- Recognition of the uniqueness of their profession
- Rewards of participation in a professional organization of their own such as administrators have in the Administrators Association
- Recognition as a bargaining unit

At the elementary level, counseling does not have job classifications and specifications like the secondary level. The elementary district counselor, with the help of the guidance aide, does it all. Because of the self-contained classroom structure of the elementary grades, counselors are relieved of the burden of programming classes and class changes. Counselors receive their supervision and direction from the Guidance Services Department, leaving the site principals the opportunity to add input to their programs and performance. At the outset of the study, the lack of site supervision was considered to be an issue of concern to both counselors and principals. The data gathered do not support any sense of continuing concern. Principals gave high positive responses to their satisfaction with the program, to their own level of involvement, and to the level of communication between counselor and site staff. Their high positive evaluations of counselor performance confirm this basic satisfaction with the system as it stands. Some principals did comment that they would prefer to have the counselors under their direct supervision, but such comments were not widespread.

The allocation formula provides counseling services at a very low, but equitable level for all elementary schools. However, some schools have additional sources of funding and can purchase extra counseling time to enrich their counseling programs. At such schools, there may be a wealth of personnel, such as vice principals and resource teachers, to assist the principal in administrative duties. This leaves the counselor free to perform his/her counseling function. At many schools without additional funding sources, there is also a lack of co-administrative assistance. At such schools, counselors may feel some pressure to assist with administrative duties. It is imperative that the principal and counselor agree upon the role of the counselor, and maintain that agreement throughout the year.

Goals and Objectives of the K-12 Guidance Program. The K-12 Comprehensive Guidance Program delivers little help and gives little direction to site guidance counselors. As explained in interviews, nothing different has been done because of the guidance plan's existence. Head counselors and some counselors have to spend quite a bit of time in its preparation, but then it sits on the shelf until the following year. The objectives are too numerous, too profuse, poorly written as objectives, and difficult to respond to concretely. In formulation of site plans too much time and effort is required in tracing the path of all elements to see that they reference all objectives in

the District Plan. Though reporting and evaluation are mentioned in several places in the plan, requirements are vague and diffused. No districtwide evaluation was undertaken from 1983 to 1986. Responsibility, funding, and necessary stipulations for timelines are lacking.

As in the case of the district plan, the site plan--as written, evaluated, and executed--provides little direction or leadership. Counselors' survey comments indicate that counseling remains a matter of day-to-day crisis management and expediencies. Overall, counseling is driven by the demands of articulation, programming, credits accountability, and the yearly flow of events represented on the In-School Counseling Calendar.

This state, as well as others, is moving in the direction of planning Site Guidance Plans and district plans. Colorado for instance, has a State Guidance Plan which outlines goals and objectives for all schools. District guidance leaders recommend that: K-12 Guidance Program be streamlined; district guidelines on staff, roles, and responsibilities of principals, directors, counselors, etc. be more specific; sample student outcomes be given for each domain; and, new requirements for submission of complete plans (once every three years) be incorporated.

The state as well as federal programs (OCR) require written documentation of guidelines and policies as well as activities with timelines and persons reponsible.

The new data system will help simplify all paperwork requirements including the site guidance plan procedure. Guidance personnel are in favor of a revision which narrows objectives down to basic guaranteed services. They are not in favor of throwing out the planning process before improvements are agreed upon.

The elementary site guidance plan seems to be more of a writing exercise for the counselor and principal than a document of much value. Counselors found it the most useful of all surveyed groups, because it provides some framework for their activities. However, principals and teachers did not find the plan to be of much use to them. Several teachers commented that they had no idea what plan was being referred to in the question. One suggestion offered by a district counselor was to make the plan form generic, and the individual sites could add in the unique and specific activities they were providing, rather than address the elements that are common to all programs.

Major secondary counseling activities and the adequacy of these activities. Table 2 (page 18) shows the top eleven activities to which counselors say they give most time and energy. The logs explicate what those activities mean. For instance, "Assisting students identified as experiencing achievement or behavior problems" really means program changes and the handling disciplinary referrals. "Assisting students in course selection" means articulation and programming.

Some of those activities counselors give least time and energy are those which would receive top time and energy in a management-based, sequentially organized, proactive guidance plan:

- Helping teachers apply counseling techniques
- Organizing and conducting activities on substance abuse
- Developing decision making skills, etc.

These, coincidentially, are the same issues counselors say are receiving least adequate attention. The item listed as receiving the most time and energy of counselors (Assisting students identified as experiencing achievement or behavior problems) was among the ten being least adequate in operation. This strongly implies a need to change the method of operation. Junior high counselors keeping logs showed "other" as the activity receiving most time. As page 23 shows, "other" translates into low-level counseling activities, paperwork, and minute administrative details of counseling, such as sending for students, writing passes, waiting for parents, etc. High school counselors gave "program changes" most time in the month of November. In other districts, program changes are done by lower level classified personnel.

What the evidence points to and observation and experience suggest is that the guidance program consists not of developmental, sequential programs but of reactions to short range and immediate needs. Student survey data bear this out. Patterns long established and followed will be difficult to rearrange and change. Perhaps site leadership is really more happy and comfortable with guidance as practiced for counselors are taking care of things which in some way must be taken care of: programming, filing, reviewing credits, etc.

Data show that counselors spend much time handling disciplinary referrals from classroom teachers. The nature of this involvement varies from counselor to counselor and from school to school. In those schools where effective communication occurs between teachers and counselors and teachers effectively deal with classroom management, referrals to counselors are reduced. In some schools, however, teachers expect and many counselors generally enforce some kind of punitive counseling. This may be in the form of detention, reprimand, parent phone call, or just letting the student know that another referral has been sent. Some see the role of the counselor as inappropriate when involved in discipline; others see it as appropriate when the role is to help the student understand and develop greater self-control and positively directed behavior. Cooperation and shared responsibility among all staff regarding student discipline is desired; it gives a stronger and more consistent message to students. The role of the counselor in student discipline is an issue that needs to be resolved.

Counselor surveys, interviews, and logs show paperwork, filing, and administrative detail as major consumers of counselor time and energy. This reality is defined by some as necessary if one is to keep in contact with each individual of their caseload. Obviously, it takes away from time which counselors need to devote to group counseling, teaching decision making, and a range of other activities necessary for a good counseling program. Counselors will continue to do this until organizational expectations and necessity diverts their energies to other higher level tasks.

There are many guidance issues which are best handled in a group or classroom setting. They are curricular in nature, are cognitively taught and learned. They can be tested. Some such issues are:

- Test taking skills and approaches
- How to apply for and be accepted into college
- How to apply for financial aide
- Steps in the decision-making process
- Explication of a problem, including problem-solving steps
- Skills of interpersonal relationships
- Skills of career exploration
- Skills of job hunting
- Information on courses and why they are important
- Study skills

The eight items showing a highly positive response of factors impacting guidance include at least five items which, if true, should lend definite support to the kind of proactive guidance programs needed: professional competency, staff cohesiveness, administrative support, clarity of guidance staff roles, and support of district policies. With this much intrinsic supportiveness and internal support, it would seem that a school would be limited only by its imagination and determination to conduct a high level program. No regulation prohibits counselors from planning a good curricular program and implementing it in the classroom. The division of labor put in place by a site is determined only by its inventiveness and willingness to effect it. Learning the computer programs and applications necessary to cut down on paperwork is limited somewhat by resources and machines available. It would appear that a more limiting factor is the willingness to learn the computer processing necessary to do that job. Making time to do so is another factor.

Table 9 (page 31) shows the nine items which counselors say impact counseling most negatively. Three of these,

- Paperwork that is not guidance related
- Required paperwork
- Other discipline

are correctable through organizational leadership, commitment, and internal site cooperation. Size of guidance staff, budget, and physical facilities are somewhat outside the direct influence of guidance staff. However, even these can be influenced by site actions. Certain expenditures are under site control. While size of guidance staff is difficult to increase, guidance staff function is subject to site influence. As discussed before, richness of guidance staff in the SDUSD appears to be as high as any other district in the county.

Other areas of need might bend to cooperative efforts of the site staff. Monies can probably be found to buy a limited number of computers if the school staff prizes the guidance program enough to support these expenditures. Surveys carried out for this study tend to indicate that people other than guidance staff know very little about what is going on in the guidance program. Some teaching staff comments on the surveys and letters received indicate indignation that teachers should even be asked about the guidance program. While physical

facilities are determined somewhat by the configuration of the buildings used, internal arrangements within those facilities demand artistic and organizational expertise for the finest arrangements and optimum use. Guidance staff should be given the time and encouraged to examine various arrangements of plants having similar facilities and experiment with new configurations.

Classroom discipline appears seventh as those factors on the secondary survey which negatively affect the guidance program. Good teaching practices, administrative policy, and most school site policies indicate that classroom discipline is the responsibility of the classroom teacher. Some counseling practices lead to an excess of classroom referrals:

- Handling referrals without involving the sending teacher
- Continuing the referral practice when a teacher is abusing the guidance service
- Failing to counsel properly by showing teachers the need for change and the positive advantages of good disciplinary practices
- Taking responsibility before insuring that the teacher has done his/her utmost in classroom control and management
- Failing to promote higher level programs as the important elements of good guidance practices

Two elements considered to have a negative impact on counseling and guidance are elements which should naturally be a part of positive guidance, and which counselors say has always been a part of their program:

- Carrying out OCR requirements for balancing classes ethnically
- Carrying out the provisions of Title IX

Counselors gave enough positive support to the equity policy to make it one of the top elements positively impacting guidance. Balancing classes ethnically and promoting equal opportunity of the sexes surely falls under the concept of equity in student placement.

Doubtless, the head counselor at the site has a strong influence on the quality of the guidance program. A study done in 1976 reaffirmed support for this position by site administrators and counselors. Dynamic leadership by the head counselor can have a highly positive effect; poor leadership or leadership resulting in low level counseling activities and programs drains the guidance budget without beneficial returns. Many of the duties of the head counselor are administrative in nature, if no more than administering the guidance program as required by the job description. Therefore, head counselors should be expected to exert organizational expertise, staff leadership, and innovative approaches to maintain their positions. Present evaluation criteria are inadequate and should be replaced by methods assessing needs for growth or improvement in the various skills of guidance and program management. Just as teachers can choose to benefit from clinical supervision, counselors can also. Techniques are available and are in current practice. The Director of Guidance conducts regular coordinating council meetings with head counselors and expects that they be held accountable for the direction and implementation of the guidance program at their sites.

Almost everyone expresses very strong support for the district counselor position and those in that position. A study done in 1987 by the Guidance Services Department shows that 68 percent of the elementary principals and 63 percent of the secondary principals give strong support (4 and 5 on a scale of 1 to 5 with 5 high) to the position and those in that position. The County of San Diego's Chief Probation Officer wrote a letter of support (to Kay Davis, President of the Board of Education, dated March 2, 1987). Six professors from San Diego State University wrote a letter (to the board, dated March 3, 1987) expressing strong support for the program. Several presentations were made to the board in support of the program and in favor of keeping it under the direction of the Guidance Services Department. A survey by the Guidance Services Department done in March of 1987 prioritized the services rendered by district counselors and argued for the continuation of the program. Principals' participation in the evaluation of district counselors consistently shows strong support and admiration for those in the position.

Stronger site plans include large areas of responsibility for the district counselor, particularly in the personal/social domain.

District counselors perform tasks which in-school counselors seldom see as a part of their duties. Acclimation to the functions of the in-school counselors, lack of time, and lack of recent training makes it uncomfortable, probably, to:

- Make home visits in unfamiliar neighborhoods under stressful situations
- Deal with traumatic situations and experiences
- Face hostile and or grief-filled students and parents

Vice principals may feel much the same way. Neither counselors nor administrators have the training and experience to prepare them to deal adequately with such situations. The experience,upgrading of skills, and on the job training of district counselors prepares them for this sensitive work. In this respect, the division of labor incurred by the position is no doubt useful. Good district counselors are experts at dealing with sensitive and exacting situations.

There are no definitive data available to indicate where control of the district counselors should lie. The few who have experienced site control express no reservations about being controlled by the site leadership. An evaluation of one district program shows strong support by the site administration for the services of a district counselor paid for by principals in the Hoover feeder pattern. District counselors who were surveyed expressed the need for the leadership provided by the Guidance Services Department. They expressed concern that the position which gave leadership to secondary district counselors has been vacant since January due to illness of the supervisor.

Some inconsistencies exist in the data gathered. For example, one counselor interviewed declared that no one could do what their district counselor does; then he explained that each site determines what the district counselor will do and that the duties differ from site to site. If the variation of duties from site to site are great, then the position might just as well be assigned to the site. Another inconsistency is that some site principals give very high evaluation input for those assigned to their site, yet complain to the Director of Guidance Services about the unacceptable quality of the service, but ask that this not be communicated to the counselor. That is a glaring misuse of the evaluation process.

The data, including inquiries to other districts and survey and interview data from San Diego City Schools, show:

- No difference in qualifications, training, or experience required of district counselors and in-school counselors when they are hired
- Differences in duties once they are assigned to one job or the other
- Support for the need of the job function that district counselors provide
- Strong support for the district counselors, with some qualifying their support based on experience with district counselors who were not perceived as effective or accountable
- High levels of expertise on part of district counselors due to experience once they have been assigned to the job of district counselor for a number of years

District counselors, once they are assigned, have regular meetings and inservice with the central guidance office, which gives them "on-the-job" training not received by other counselors. In-school counselors have little or no contact with the central guidance office. Theoretically, information should flow to the in-school counselors by the head counselor meetings which are held. However, this does not seem to happen as reported by counselors across the district. According to the District Guidance office, there are inservice opportunities to which in-school counselors are invited. According to in-school counselors, they are unaware of any opportunities for inservice regarding counseling techniques which they could attend. Wherever the misunderstanding lies, the fact remains that in-school counselors do not attend or receive the same level of on-the-job training as do district counselors.

Structurally,

- There are no other districts which have such a configuration as the district counselor.
- There are districts which have people who serve the same functions. They are usually psychologists or social workers. In this district, the psychologists do only testing and generally do not work with students or have any caseloads.
- There is no reason that other counselors could not do the same function given the number of years experience and on-the-job training.
- There are no reasons to have the district counselors report to the central office other than tradition and the training they are receiving. Currently, in-school counselors are not receiving the same opportunities for growth and training. Neither are there data to recommend changing the reporting relationship, other than the possible freeing of time that the central guidance office now spends juggling the assignments of counselors which they could then spend providing leadership to in-school counselors as well as district counselors.

Therefore, structurally, there is no reason to separate counselors by district and in-school. However neither is there reason to disband what is perceived as a successful structure. The majority of the district counselors are at the elementary level. Data supports the fact that the guidance program at that level seem to be effective. There are <u>only</u> district counselors at the elementary level. They are all supervised by the Guidance Department. At other levels there are many kinds of counseling, some under site, others under guidance health services.

Experience and quality execution of expectations might well be the most important reason for retaining the district counselors in their present configuration. Two statements by district counselors reaffirm the need for the independence of the position. One said that district counselors, in protecting the interest of the student, often must go against site administrators' wishes in student placement decisions. Three district counselors expressed the opinion that schools should do more in dealing with problem students before they are transferred by the School Initiated Placement process. Others disagree, saying this transfer is necessary in cases of enmity and hostility.

Major activities of the elementary counseling program. For the most part, major counseling activities at the elementary level were consistent across schools. Most counseling programs put the same emphasis on direct service to students, no matter how much counseling time is available. Activities such as group and individual counseling and consultation team received highly positive responses. Schools with more counselor time reported that these activities occurred more often than schools with little counselor time. It appears that counselors are trying to do the same job despite their limitations of time and space. There is common inservice on program priorities and guidelines at the elementary level.

Paraprofessional and clerical assistance. A major concern of the counselors and an area in which much time is spent is that of clerical work: filing letters, reports, referrals, report cards, cumulative student records, medical reports, etc.; writing passes to send for students; organizing and scheduling parent conferences for the four-year planning conference and the tenth grade review; writing program changes; and completing data processing forms. Most counselors expressed a desire and a need for more clerical assistance. Not nearly as many wanted paraprofessional assistance.

Paraprofessional assistance may be viewed as an invasion of the counselor's professional status. While counselors want help with the trivial and clerical aspects of their position, they do not want to turn over to aides, technicians, or others their decision making and counseling functions. From the logs, the surveys, and the interviews, it is apparent that counselors need help in defining their role and in assigning lesser roles to others. One area of counselor assistance that most agreed is needed is increased use of computer and data processing capabilities. This will require either hiring people in new positions to carry out this function, retraining people in present positions, or training the counselor to make him/her proficient in their use. Those currently using computers in their work indicate their use is most valuable in organizing their efforts and reducing time spent on trivialities.

Factors impacting elementary site guidance programs. Staff reported several factors have positive impact on counseling at the elementary level. Site staff considered themselves knowledgeable about the programs, and saw value in the role of the counselor on the consultation team. Counseling staff reported high levels of job satisfaction despite the time constraints and stress under which they work. They also found their inservice opportunities helpful.

Counseling centers were deemed effective with varying rates of response. The factor of counselor time cannot be underestimated in assessing a site's satisfaction with its counseling center. Schools with low counselor:student ratios had an average mean almost a full point higher than schools with high counselor:student ratios on the question of counseling center effectiveness. One principal commented that a counseling center open only one day a week was "a contradiction of terms." Schools with little counselor time who maintain counseling centers are making a great effort to provide services to students within a structured format.

The perceived factors in elementary counseling which limit the program's efforts are intrinsic to the job of counseling itself (paperwork, counselor and guidance aide time, budget, and counselor:student ratio). Both site staff and counseling staff do not find the support and cooperation of other persons, such as parents, principal, teachers, and community members to be a limitation on counseling.

Elementary counseling staff are not being asked to handle many duties outside of counseling, as had been suggested at the beginning of the study. Counseling staff do see themselves as being asked to handle disciplinary matters which they view as more administrative in nature, such as suspensions and detentions. This appears to be an area where good communication is necessary to agree upon the role of the counseling staff in discipline.

The lack of counselor time at sites results in other negative factors which impact the elementary program. Because most schools are not eligible for full-time counseling services, most counselors are assigned to more than one site. They report that a fair amount of time is needed to "catch up" at each site after their absence of a few days. Administrator and teacher surveys concur with this finding. In the absence of the counselor or in addition to such services, administrators and teachers find that they frequently have to do counseling themselves. Some confusion exists as to the reporting lines of guidance aides, particularly where counselors have limited time at the site.

Student perceptions of the counseling program. Students give high marks to counselors when general questions called for a scaled response. For instance, "Do your counselors help students know and feel confident of their strengths and abilities?" and items so worded usually received a high response. Students reported especially positive perceptions of counselor fairness in counseling practices relative to ethnicity, gender, and socioeconomic status: usually above 4 on a scale of 1 to 5. Students have consistently more positive perceptions of counselors' work in the academic domain. Those areas where student perceptions are negative are the same ones reported by counselors as being inadequate in operation:

- Relating coursework to careers
- Solving personal/social problems which interfere with the student's life or academic work
- Assessing personal strengths and weaknesses

"Yes/No" response questions received more negative replies. An area of great concern is the high frequency of responses to the "Not Known" column. If students do not know what services are available, they will not take advantage of those services. If the "No" and the "Not Known" columns are combined in the student surveys, a large majority of the areas or services surveyed meet the operational definition of a negative area of critical concern. The general perception of those students who use the counselor services is positive. This is true in spite of adverse counseling conditions. It is apparent that counselors do meet with many students and interact on a positive basis, providing feedback, giving comfort and support, providing guidance in decision making, and providing information. One thing becomes very clear in studying the results of the surveys: those things which students indicate counselors are not doing are the same as those counselors say they are not and wish they had time to do:

- Working in groups to assist students in matching careers to interests and classes
- Discussing abilities and interests
- Identifying tentative careers
- Learning decision making techniques
- Experiencing in-depth personal/social exploration
- Helping students communicate better with each other

Fewer than 10 percent of the students responding said that they would go to a counselor with a personal problem. Fewer than 20 percent would go to a member of their own family. Unfortunately, about 20 percent do not know anyone to whom they would go for help. Two things need exploration in this area, as demonstrated by the data:

- Why do students not see counselors as someone to go to with personal problems?

- If counselors have the expertise and willingness to help students explore, even solve, personal problems, why can they not communicate that willingness and expertise to students so that students feel comfortable in confiding in counselors?

At least one site has confronted the idea that perhaps their counseling staff cannot all do all the things expected of them. The Madison Guidance Plan lists no Personal/Social Domain but has a Race/Human Relations Domain. It lists two objectives:

- By June 1987, at least 80 percent of students will be able to name a staff person they would go to if they needed help with an education or personal problem.

- By June 1987, 80 percent of students interviewed will agree that their high school experience has been positive in the area of race/human relations and human equity.

In meeting the objective, heavy emphasis is placed on curricular and classroom activities.

Elementary student perceptions of the counseling program. Only minor differences were noted in student reponses by grade level, gender, or resident or bus status at the site. At the beginning of the study, it was suggested that students who are transported to a site (magnet or VEEP status) might not feel as positively about themselves in that environment as students who reside within the school boundary area. No differences were found in their attitudes about counseling and use of service. This finding is very positive, and speaks well of activities by receiving site staffs to give the students a sense of belonging.

In all questions of awareness and attitude, students had response levels which were positive. One of the lowest positive responses was recorded for the question "I feel that people like me at school." About 75 percent of all students answered that they felt that way either "A Lot" or "Sometimes." It seems that one-fourth of the intermediate elementary population across all categories is experiencing some difficulty in social relationships. That area is one which should recieve immediate attention in counseling activity planning.

Students rated services received lower than their high level of attitude and awareness might suggest. Of the three domains, career services were selected last, academic second, and personal/social services the most frequently received. Because career activities are most likely to be offered within classroom presentations, they are limited to schools where there is substantial counselor time. Academic and personal/social activities are likely to be offered in individual and group counseling sessions, and are therefore more prevalent.

Student response on choice of service provider indicates that for any of the four problems discussed, they would be most likely to seek help from a family member. For a personal problem, they would be about as likely to see a counselor as they would another school adult (principal, nurse, teacher). For the other three questions, students would be much more likely to go to another school adult than to a counselor. Counselor time on site is a factor in this finding, but level of trust and relationship are probably also important factors. Students may not view the counselor as someone who might be able to help on school problems, drug/alcohol questions, or the possibility of being retained. Because the other school adults are so frequently selected, it is important that they be inserviced on current issues. With 21 percent of all students choosing a school adult to talk to about drug and/or alcohol issues, a high level of staff awareness needs to be developed to adequately handle the situation.

VI
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. A well-defined organizational structure of guidance exists. This study reveals the inadequacy of some elements of the program:

   - The present structure does not provide adequate counseling at the elementary level in light of the recommendation of national studies and recommendations.

   - The structure does not provide adequate leadership, direction, and staff development for in-school counselors to ensure a comprehensive program.

   - Secondary guidance needs to be made more responsive to the needs of the entire school community.

2. A strong body of policies and procedures gives direction to counseling and guidance. These policies and procedures express the mandates of the legislature and the Board of Education. They outline elements of counseling and guidance which have proven to be desirable practices. They recognize desirable practices and attempt to promote them system-wide. Counselors are not adequately aware of these policies and procedures nor of the intent behind them.

3. No clearly expressed philosophies or theories which underlie the K-12 Counseling and Guidance Program. No guiding framework of beliefs or expectations exerts enough influence within guidance to coherently and consistently direct the use of resources. No systematic view of human behavior or human nature guides the program. Practical necessities of the day-to-day demands on the position exert more influence than philosophy, theory, or systems of beliefs do on the role of counseling in each school.

4. The goals of the K-12 Guidance Program are well formulated and expressed, but exert little significant direction to the program. The objectives of the K-12 plan are poorly stated as objectives; they are profuse and tend to name every possible general activity imaginable in a guidance plan. Any attempt to cover all district objectives in the site plan makes it difficult to set meaningful priorities.

5. While there are areas of strong client satisfaction with the guidance program of the district--particularly within the academic domain--major areas of dissatisfaction exist and must be addressed.

6. Counselors' perceptions of their role in relation to district goals, district policies, and site missions are positive, and can be used as a foundation for more cohesive planning and better delivery of services.

7. Existing innovative and promising practices in the district illustrate that planning can be effective in determining student needs, creating programs, and curricular components to meet those needs.

Elementary

8. Most sites attempt to provide the same type of counseling services to all students, regardless of the amount of counselor time available and whether or not they have a counseling center. Sites with a good deal of counselor time report that their programs reflect the developmental level of service, i.e., services for all students. Sites with very little counselor time report that their programs are more reflective of the remedial level of services, i.e., services for students with severe or chronic problems.

9. Students report a low frequency of career domain counseling services, yet show evidence of a high level of awareness and positive attitude toward career concepts. It may be that elementary teachers and the career fairs being presented are developing positive career concepts within such classroom activities as literature selections and the race/human relations component of the social studies program. For this domain, counselors may use their time more efficiently as resources to the classroom program, rather than attempt direct service.

10. Counselors and staff perceive that certain factors impact counseling positively at the elementary level. These include job satisfaction, inservice opportunities, the consultation team process, counseling centers, leadership at the district level, and high level of staff knowledge about the program.

11. Counselors report that some factors impact counseling negatively. These include limitations of counselor and guidance aide time, physical space, budget restrictions, paperwork, split assignments, staff time spent in counseling, and confusion in guidance aide supervision.

12. Counseling "centers" appear to be sound structural formats for providing counseling services at the elementary level. Several teachers noted they could participate more fully in the counseling system because of the center. Even within a center format, the amount of counseling staff time available is crucial to the implementation of a full program.

13. Whereas counseling services at the elementary level are viewed positively, the district lacks a comprehensive K-12 developmental program for its sites.

Secondary

14. There are many changes that need to occur for secondary guidance. The changes this report recommends can best be addressed, not so much by budget increases and new policies, as by the direction that can come from strong leadership, both at the district and site levels. The focus of that leadership should be on rethinking the distribution of services in terms of allocation of resources, staff development, and other priorities based on identified needs.

15. Counselors report that many areas impact counseling and guidance in a positive manner. Among these are professional competency, staff cohesiveness, administrative support, the equity policy, the four-year planning process at grade 8 and the academic review at higher grades. Additionally, some new programs and practices are beginning to have a positive effect: use of computer hardware and software, use of guidance teams to study and solve individual counselee problems, programs which involve the entire school staff in the guidance process, and others documented in this study.

16. In schools having an energetic, dynamic, and resourceful leader as head counselor, that position exerts a major, positive impact on the guidance program. When the head counselor lacks desirable leadership qualities, the expense of that position can be a negative factor for the guidance program.

17. Most in-school counselors and administrators see the functions of the district counselor as a positive and necessary element of the counseling program. Unfortunately, at least some of the data praising the present structure of district counseling are suspect as reactions to proposed budget cuts.

18. At the same time, counselors perceive there are factors which impact the guidance program negatively. At the secondary level, some counselors are doing too much rudimentary paperwork. The counseling mission is sometimes distorted by misplaced discipline demands. Physical facilities are seen by many as negatively impacting the program. The need for clerical assistance, shortages of equipment and materials, disciplinary expectations, number of duties, physical space, paperwork, and counselor: student ratios are negative factors.

19. At the secondary level, planning deficiencies perpetuate a lack of vision of what can and must be done for students today. The report, Keeping the Options Open, by the Commission of Precollege Guidance and Counseling of the College Board maintains that proper planning is much more important in accomplishing the goals of guidance and counseling than numbers:

> Paradoxically, some of the best examples we have found of such broad-based planning have been in a select number of schools in which there has been a sharp reduction in the number of counselors. In these instances, the schools have sought to assess all sources of assistance in order to determine how they could best provide essential guidance and counseling functions.

Guidance and counseling in the San Diego Unified School District is tied to numbers, which creates a constraint on what can be done. With the number of students today and limited resources, the necessary guidance functions must be identified and the counselor must coordinate the delivery of those services. Elements of good planning and use of resources are beginning to emerge. The organization of some schools for the four-year plan development, the grade 10 academic review, and the annual articulation program demonstrate what can be done through proper planning for programs.

20. Communication problems constitute a major negative force in the secondary program of counseling and guidance. Teaching staff and guidance staff tend to see themselves as two very separate teams, seeing little relatedness in their assignments. Students are unaware of many services which may be available.

21. Many of the activities of counselors are low-level guidance chores which result in little long range student growth. Excessive time and energy are devoted to chores which do not carry out objectives expressed in site plans or the district K-12 plan. These are activities which counselors have done for a long time, and which some counselors think need to be done by them, but which require little professional expertise and cannot be sustained by a theoretical framework of counseling and guidance. Such activities keep counselors from doing those things which are part of a dynamic, proactive counseling program.

22. In the present organizational structure, resources and training, as well as opportunities for communication are imbalanced favoring district counselors at the expense of in-school counselors.

Recommendations to Staff

These are recommendations growing out of the findings and conclusions of the study:

1. Initiate an interdivisional task force that will:

   - Develop a three-year master plan for K-12 guidance and counseling to review the recommendations of recent national study groups and committees and to study the findings and recommendations of this report.
   - Ensure a demonstrable developmental program reaching from kindergarten through senior high school.
   - Effect a division of labor among site guidance staff so that the focus becomes the implementation of guidance programs which reach all students in the three domains of guidance and counseling.
   - Consider what reorganization is necessary to provide the level of training, support, and leadership necessary for a higher quality and greater efficiency of service.
   - Determine precisely where the responsibility lies for the leadership of the site counseling and guidance program and for the coordination and the use of all resources at the school level.
   - Provide for a process evaluation which will show the development and implementation of the plan each year.
   - Provide for product evaluation in the third year to assess the success and failure of the plan's operation at that time.
   - Develop pilot projects which will incorporate innovative organizational structures and intensive inservice training for involved guidance staff. Provide for a process evaluation which will show the development and implementation of the pilot each year and a product evaluation in the third year to assess the success and failure of each pilot's operation at that time.

- Study the position of head counselor to determine whether the position should be maintained, changed, or eliminated.
- Continue to study the function of district counselors and whether the present structure which separates district counselors from in-school counselors should continue.
- Examine existing fine practices to see how they might be used at more schools.

This task force should include, at a minimum, representatives of School Operations Division, including principals, counselors, and teachers; Educational Services Division, particularly the Guidance Services Department; and the Planning, Research, and Evaluation Division, particularly member(s) of the Evaluation Department who worked on this report and member(s) of the Planning Department. Outside district resources should be included, such as retired administrators familiar with San Diego City Schools Guidance program and/or university or state level experts.

The recommendations which follow are based on the data produced. If recommendation number 1 is followed, these additional recommendations may be viewed as items to be considered by the task force.

2. Through required districtwide counselor staff development, ensure that each counselor or certificated member of the guidance staff receives training in the management skills necessary for his/her job, including:

   - Setting of priorities in line with the recommendations of research and national studies
   - Program planning to utilize and coordinate schoolwide resources of staff, equipment, space, and community resources to meet the needs of the school population
   - Time managment training to promote efficiency despite limited resources
   - Stress management inservice to ensure that guidance is a program of planned activities as opposed to day-to-day crisis management
   - Effective leadership so that the counseling position reflects the coordination and effective use of resources
   - Combining of resources into an effective program
   - Appropriate delegation of tasks

3. Through the formulation of Stull Bill Objectives or a new evaluation process, encourage each counselor to articulate a recognized theory of counseling and guidance which directs his/her work. Counselors in the career domain should know and practice recognizable theories of career development and guidance. In the academic domain where so much cognitive information and skills are needed, counselors need to know and practice these applicable theories and principles. Persons actively doing personal/social counseling need to know and practice correct principles of group and individual guidance.

4. Ensure that plans developed at sites will focus and coordinate all resources available to the site:

   - Career counseling and vocational rehabilitation counseling time and resources
   - District counseling time and resources
   - In-school counseling time and resources
   - Attendance coordinator time and resources
   - The resources of the social concerns staff and the Health Services Department
   - Clerical and paraprofessional resources
   - Administrative time and resources
   - Teacher cooperation and involvement necessary for the delivery of programs developed
   - Drop-out prevention resources
   - Resources provided by the Community Relations and Integration Services Division.

5. Improve communication to ensure that staff, students, and parents understand the program offerings of the site counseling center and the procedures for using such offerings. Ensure the development of programs that reach all counselees, not just those who know how to ask for and demand service.

6. Plans of organization which emerge because of task force recommendations or other processes should provide for secondary in-school counselors a level of leadership that will ensure a coherent and dynamic program for all secondary sites.

7. Arrange for in-school counselors to meet on a regular basis to discuss successes and problems, promote professional growth, and participate in staff development programs. Since counselors work an eight hour day, after school meetings of 2 to 3 hours monthly are reasonable expectations. Counselors within a feeder pattern could meet regularly within those time constraints. Quarterly staff development can be provided on a split time basis in the same way administrators meet.

8. Ensure that counselors are provided space and resources for implementation of the curricular elements of guidance and for group counseling activities. Sharing of classrooms with teachers will, no doubt, be necessary at many sites.

9. Study the structure of guidance programs of other districts within the county and state to identify desirable organizational patterns and effective programs.

10. Modify the site guidance plan format so that common, basic activities are in a generic form. This will free the plan developers to concentrate on the unique, exciting activities that individualize their counseling efforts. A format which incorporates "thrusts," areas for special focus for the year, such as those used by the County Office of Education, would allow the Guidance Department to highlight certain issues or activities on a rotating basis.

11. Until the recommendations of the planning task force are known, continue the present assignment and management system of district counselors. Continue the positive inservice provided and ensure that leadership positions are properly staffed. Because district counselors are under the supervision of the Guidance Services Department and not the sites, principals need to use their opportunities for input to the fullest extent. Guidance Services should revise their method of gathering principal's input to allow for more information specific to counseling services. The communication between principals and Guidance Services needs to be open, so that all are aware of counselor performance and productivity.

12. At the elementary level, administrators, nurses, and teachers are performing many counseling tasks. Guidance services are an appropriate responsibility for all staff to share. These personnel are also likely to be asked for help by students on issues such as school problems, and drug/alcohol questions. Inservice should be provided for site staff, particularly on the drug and alcohol issues, so that they will be able to handle such situations adequately.

13. To increase career counselor availability for counseling all students, study other concepts for covering required supervision and instruction of students assigned to General Work Experience. Other plans are now in use throughout the county.

14. Continue the analysis of data provided by this study to determine:

    * Equity of counseling services as perceived by individual school sites
    * Equity of counseling services as perceived by ethnic groups

Recommendations to the Board

It is recommended that the board direct the superintendent to appoint an interdivisional task force for further study to address topics in Recommendation No. 1. The study should be completed by March 1, 1988.

Budget Implications

The budget implications of these recommendations are dependent upon the nature and extent of the recommendations by the task force.

San Diego City Schools
PLANNING, RESEARCH, AND EVALUATION DIVISION

EVALUATION REPORT OF THE K-12 COMPREHENSIVE GUIDANCE PROGRAM OF THE SAN DIEGO CITY SCHOOLS

APPENDICES

No. 465A

June 30, 1987

EVALUATION DEPARTMENT REPORT

EVALUATION REPORT OF THE K-12 COMPREHENSIVE GUIDANCE PROGRAM OF THE SAN DIEGO CITY SCHOOLS

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APPENDIX A
K-12 COMPREHENSIVE GUIDANCE PROGRAM PLAN

Attachment I

K-12 COMPREHENSIVE GUIDANCE PROGRAM

Prepared Under the Direction of

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A-3

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November 15, 1983 (First Reading)

November 22, 1983 (Revised)

San Diego City Schools K-12 Comprehensive Guidance Program

1983

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Tony Roe, Career Development Coordinator
Marlene Rosedale, Head Counselor
Kathryn Snelson, Head Counselor
Terry Vargo, Head Counselor
Marie Wagner, Parent

Valuable review and comments were provided by elementary and secondary school principals.

The Guidance Services Department Leadership Staff is commended for their contributions and commitment to the development of this proposal. Special recognition is given to Judi Drake for her involvement in the development and writing of the program.

This document has been prepared in response to the guidelines and priorities presented in the following publications:

1. Statewide Task Force in Counseling, 1979.

2. Lost in the Shuffle: A Report on the Guidance System in California Secondary Schools, 1979.

3. State Board of Education, Policy Statement on Counseling, 1980.

4. Guidelines for Developing Comprehensive Guidance Programs, California State Department of Education, 1981.

5. Western Association of Schools and Colleges (WASC) Accreditation Report.

PHILOSOPHY: An effective guidance and counseling program is one of the strongest influences within the educational setting to help students achieve maximum benefits from their total school experience. All students, not just those experiencing behavioral or academic difficulties, will participate in and benefit from a comprehensive guidance program. Counselors must work with students, teachers, parents and other school personnel to develop the educational climate and continuity of instruction necessary to help students develop fully. Guidance activities must be tailored to fit each educational level and each individual school depending on unique student needs and school environments. Measurable performance objectives must be developed within a defined, comprehensive program identifying <u>what</u> services will be provided, <u>which</u> student groups will be served, <u>who</u> will provide the service, and <u>how</u> the service will be evaluated.

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RATIONALE: San Diego City Schools has operated a K-12 guidance program for many years. However, as needs of district students have become more diverse and as student populations change, it has become increasingly essential that a comprehensive plan be developed for the delivery of guidance services. This proposed program has been directed toward providing a well-planned and sequential guidance program as an essential component of a well-articulated instructional program.

K-12 COMPREHENSIVE GUIDANCE PROGRAM

THE GOAL: To provide a planned, comprehensive program for all students, K-12, focused on meeting their personal/social, educational and career needs, and directed toward assisting every student to become a responsible, productive citizen.

THE OBJECTIVE: To present a district plan, identifying specific objectives in each counseling domain and to coordinate the development, implementation, monitoring and evaluation of a site guidance plan for each school, based on district objectives.

THE PROCESS: The district shall identify objectives and establish the implementation and evaluation process for the total district program. Each site shall assess student, staff and parent needs related to guidance, develop activities for each district objective based on this needs assessment and formulate an evaluation plan for each activity based on performance outcomes. Responsibility for delivering the program rests with trained counselors who possess the General Pupil Personnel, Standard Supervisor Pupil Personnel, Standard Pupil Personnel Counseling, or Ryan Bill Pupil Personnel Services Credential. Teachers, district resource staff, paraprofessionals and volunteers may be utilized in providing appropriate activities for students.

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K-12 COUNSELING GOALS

Personal/Social Domain

GOAL: **TO ENSURE THAT ALL STUDENTS HAVE THE OPPORTUNITY TO ACHIEVE PERSONAL AND SOCIAL GROWTH**

Students will develop an understanding of themselves and others as they relate in the school setting. They will learn to value all individuals, promoting effective intergroup relationships. Students will exhibit responsible school behavior, being recognized for achievements and assisted to overcome deficiencies.

Educational Domain

GOAL: **TO ENSURE THAT ALL STUDENTS HAVE THE OPPORTUNITY TO DEVELOP EDUCATIONAL OBJECTIVES THAT ARE CONSISTENT WITH THEIR INTERESTS, ABILITIES AND VALUES.**

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Students will become aware of their abilities *and* aptitudes, and limitations and be placed in the educational setting contributing to optimum academic success. Parents and students will be involved in ongoing educational planning, choosing from a variety of programs offered throughout the district. Students will become aware of proficiency, competency, and graduation requirements, and become involved in planning for post-high school placement.

Career Domain

GOAL: **TO ENSURE THAT ALL STUDENTS HAVE THE OPPORTUNITY TO DEVELOP CAREER OBJECTIVES CONSISTENT WITH THEIR INTERESTS, ABILITIES, ACHIEVEMENT AND LONG-RANGE GOALS.**

Students will be made aware of a wide range of career options. They will be informed of the attitudes, skills and training necessary to become successful in the world of work. Students will participate in a program to enhance career awareness and relate personal preferences and ability to career planning.

DISTRICT PROGRAM AND RESPONSIBILITIES

THE DISTRICT PROGRAM: It is the responsibility of the Guidance Services Department to ensure that a district plan exists for the provision of guidance services to all students. An overall K-12 program shall be developed at the district level and shall consist of planned specific objectives in each counseling domain. This district plan will include a districtwide needs assessment and provision for an ongoing record of student progress. Each site plan will become an integral component of the total district plan. The Guidance Services Department shall establish and maintain a process for the development, approval, implementation and monitoring of each site plan. The district guidance program shall be evaluated annually in coordination with Evaluation Services Department. Counseling priorities shall be established and maintained based on evaluations of site plans and the district program. The total district program shall support the philosophy and goals of the Board of Education and the superintendent's objectives.

THE DIRECTOR OF GUIDANCE SERVICES: The Director of Guidance Services shall be responsible for the development, approval, implementation, monitoring, and evaluation (in conjunction with Evaluation Services Department), of the total district program. The director shall be responsible for the selection, training, assignment, supervision, and evaluation of the district counselors, career development counselors, and vocational rehabilitation counselors. The Director of Guidance Services shall establish the process for the selection, training and assignment of inschool counseling staffs. The director shall define overall roles and responsibilities of all guidance staff, and shall establish the timeline, procedure for development, submission, approval, evaluation, and modification of all site guidance plans. The Director shall be responsible for identifying staff development needs and coordinating appropriate inservice for all guidance staff members with the Staff Development Department. The director shall coordinate site guidance activities through regular staff meetings of head counselors, district counselors, and career development/vocational rehabilitation counselors. The director shall establish and chair a district advisory committee for guidance to include staff, parents and community members.

SITE PROGRAM AND RESPONSIBILITIES

THE SITE PROGRAM: Each site will develop a guidance program based on an assessment of the unique needs of its students, staff and parents. A site guidance plan will be written and will include activities for each objective designed to meet those needs. A timeline will be established for each activity with a specific staff member designated to assume responsibility for its implementation. An evaluation plan will be designed to monitor the progress of each activity and to project expected behavioral outcomes. Each year, all site plans will be submitted to the Guidance Services Department by the end of the school year for review. An interdivisional committee, chaired by the Director of Guidance Services, will conduct a comprehensive review of one-third of the site plans each year, ensuring this comprehensive review and approval for each site once every three years with Guidance Services Department review every year. Staff, students, parents and community members will participate in the development of the site program which identifies students' needs and ways to meet them.

THE PRINCIPAL: The principal shall have the administrative responsibility for the development, implementation and operation of the specific site guidance plan. The principal shall assign site responsibility, supervise, and evaluate the head counselor and assigned inschool counselors. The principal shall plan with the Director of Guidance in filling any vacancies for head counselor or inschool counselor positions. Selection will be approved by the Director of Guidance Services and assigned by the Personnel Division. Certificated guidance staff shall be assigned as full-time counselors. However, when allocation formula results in a fractional allowance for positioned counselors, a part-time counselor may be assigned or the fractional allowance may be converted to a guidance aide who would assist the regularly assigned counselors.

DEVELOPING THE SITE PLAN: Each site, under the leadership of the site administrator and the appropriate counseling staff member(s), shall develop a guidance plan based on district-established goals and objectives. At the secondary level the head counselor will assume leadership for the implementation of the site plan; at the elementary level, that leadership will be assumed by the district counselor. After surveying site needs of students/staff/parents, specific activities shall be written to accomplish each objective in order to meet the unique needs of the students at the site. A timeline shall be established for each activity and the person(s) responsible for carrying out the activity will be named. A plan for evaluating each activity shall be in place with evaluation results to be included in planning for the following year's site guidance program.

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SITE RESOURCES: The site guidance plan should incorporate all available designated resources for guidance purposes. All site staff members and itinerant personnel are extensions of the counseling services planned for and furnished to students. Support staff such as paraprofessionals, district resource staff and centrally assigned guidance staff may be identified as person(s) responsible for specific activities.

K-12 COMPREHENSIVE GUIDANCE PROGRAM - DISTRICT OBJECTIVES

The district guidance program will ensure that at each grade, the personal/social, educational, and career objectives for students will be addressed. Guidance staff at each site will develop activities, timelines, and evaluation plans for each objective.

A planning page has been included for site use which will be used to list the stated objective, identify the student population to be served, define one or more activities to accomplish the objective, establish a timeline for completion of each activity, identify the person responsible for delivering the activity and overseeing its implementation, state the process for evaluating the activity's effectiveness, and state the expected outcomes.

Committee-developed forms serve as the basis for the site guidance plan. The format proposed is modified only slightly from those currently used districtwide for site educational plans and special project proposals.

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K-12 GUIDANCE OBJECTIVES

PERSONAL/SOCIAL DOMAIN - GOAL: To ensure that all students have the opportunity to achieve positive personal and social growth.

1.1 Provide for early identification of students experiencing achievement problems.

1.2 Assist students to develop effective inter-group relations.

1.3 Involve parents through home and school contacts in order to facilitate positive student progress and adjustment.

1.4 Provide for early identification of students experiencing behavior problems.

1.5 Assist students identified as experiencing achievement or behavior problems.

1.6 Assist students requiring immediate help for severe adjustment or behavior problems.

1.7 Provide counseling services to students involved in suspensions, alternative school placements, exemptions, expulsions, reinstatements, suicide threats, child abuse and other emergency crisis situations.

1.8 Reduce the number and disparity of student suspensions.

1.9 Coordinate a system of community assistance and referral for students and their parents.

1.10 Facilitate a program of self-understanding, self-concept and self-acceptance for students.

1.11 Improve communication between parents, staff, students and the community.

1.12 Recognize positive pupil behavior, achievement and attendance.

1.13 Ensure equal access, treatment and status for all students in guidance and discipline reflecting the racial and sex balance at the site.

1.14 Assist students to develop positive attitudes, motivation and skills resulting in a successful educational experience.

1.15 Assist students to develop positive problem-solving/decision-making skills.

1.16 Provide students with information and counseling regarding drug and substance abuse.

K-12 GUIDANCE OBJECTIVES

EDUCATIONAL DOMAIN - GOAL: To ensure that all students have the opportunity to develop educational objectives that are consistent with their interests, abilities, and values.

2.1 Provide students assistance in planning, programming and scheduling of classes compatible with students interests and abilities, including a comprehensive four-year educational/career plan at Grade 8, with a review of that plan at Grade 10.

2.2 Provide students with information and assistance in meeting class/course, graduation and college admission requirements.

2.3 Encourage equal access, treatment and status for all students in the distribution of students in the site's instructional program, reflecting the racial and sex balance at the site.

2.4 Assist students and parents in defining, evaluating and modifying educational goals.

2.5 Provide students with appropriate educational information that will lead to a marketable skill or post high school training.

2.6 Identify students failing to meet subject proficiencies or district competencies and ensure that counseling assistance is provided.

2.7 Provide consultation and assistance to parents and school personnel regarding individual student progress.

2.8 Provide students with educational information, activities or courses promoting sex equity.

2.9 Provide students and parents information regarding opportunities for enrollment in district integration programs.

2.10 Facilitate student transition between grade levels and schools.

2.11 Inform students and parents of the availability of district alternative and specialized educational programs.

2.12 Provide for student assessment.

2.13 Inform students of opportunities to attain higher education and sources of financial aid to assist them.

2.14 Orient students, parents and staff to counseling and guidance services including school personnel and their specialized roles.

K-12 GUIDANCE OBJECTIVES

CAREER DOMAIN - GOAL: To ensure that all students have the opportunity to develop career objectives consistent with their interests, abilities, achievement and long-range goals.

3.1 Develop student recognition of traditional and nontraditional career opportunities for all socio-economic and ethnic groups.

3.2 Ensure equal access, treatment and status for all students in career planning, reflecting the racial and sex balance at the site.

3.3 Assist students to develop educational goals consistent with career plans.

3.4 Assist students in understanding how their interests, abilities and achievement relate to their career aspirations.

3.5 Assist students to develop positive attitudes and responsible behaviors in the world of work.

3.6 Assist students in developing decision-making skills related to career choice.

3.7 Provide educational, occupational and vocational information to students, parents and staff.

3.8 Provide students with experiences within a wide range of potential occupations consistent with their abilities and career interests.

3.9 Provide students with information related to career trends, opportunities and requirements.

3.10 Provide information to students, parents and employers regarding child labor laws and other legal requirements of employment.

(The counseling domain will be identified.)

DOMAIN
1983-84

PLANNING PAGE

Goal: (The district goal for the specified domain will be included.)

Population served: (A specific group will be identified by the site to receive counseling service.)

Person(s) Responsible: (An individual will be named by the site to assume responsibility for the activity.)

1982-83 EVALUATION FROM PREVIOUS YEAR:

(The outcomes of last year's efforts will be re-stated.)

OBJECTIVE	ACTIVITIES	TIMELINE J A S O N D J F M A M J
(One district objective will be listed on each page.)	(Each site will develop one or more activities to meet the objective.)	(A timeline will be established for each activity.)

1983-84 EVALUATION PLAN (INCLUDE EXPECTED OUTCOMES):

(This plan will state how the success of the activity will be measured and what outcome is expected.)

1983-84 OUTCOMES:

(Upon completion of the evaluation, the final outcome will be stated.)

PLANS FOR 1984-85 SCHOOL YEAR:

(Based on the outcomes and needs assessment, plans for the upcoming year will be stated.)

EDUCATIONAL DOMAIN
1983-84

SAMPLE

Goal: To ensure that all students have the opportunity to develop educational objectives that are consistent with their interests, abilities, and values.

Population served: Grade 8

Person(s) Responsible: Head Counselor assisted by counseling staff paraprofessionals, and volunteers.

1982-83 EVALUATION FROM PREVIOUS YEAR:

New Activity

OBJECTIVE	ACTIVITIES	TIMELINE
2.1 Provide students assistance in planning, programming, and scheduling of classes compatible with students' interests and abilities.	2.1.1 All Grade 8 students and their parents will participate in the four-year Educational/Career Planning Conference.	J A S O N D J F M A M J

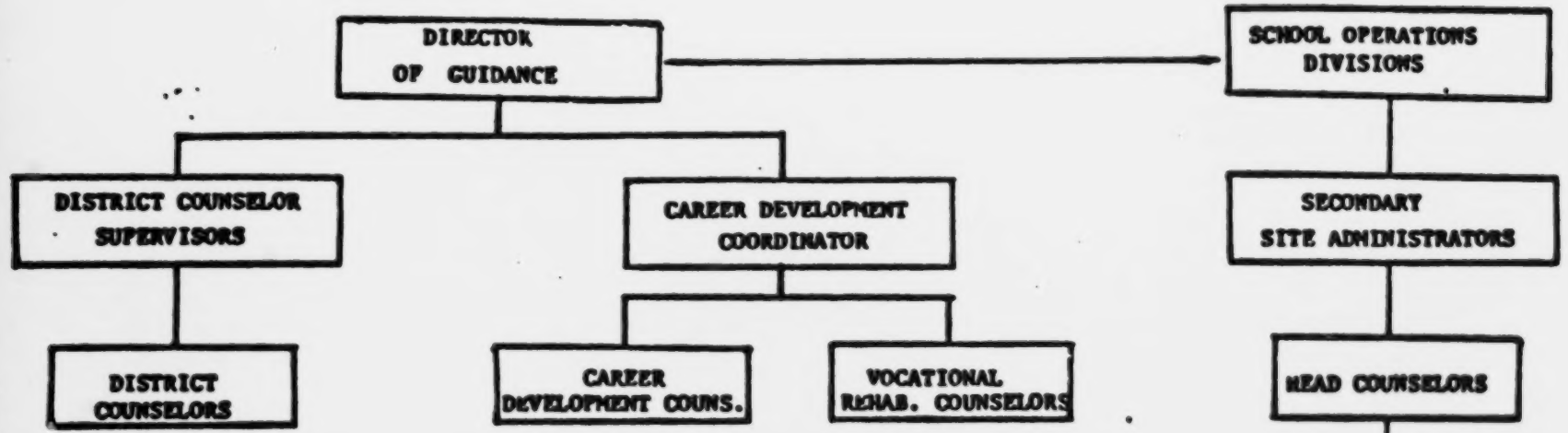
1983-84 EVALUATION PLAN (INCLUDE EXPECTED OUTCOMES):

Using the district guidelines and prepared materials, a written four-year plan will be prepared for every eighth grade student with parent involvement in at least 60% of the planning conferences.

1983-84 OUTCOMES:

PLANS FOR 1984-85 SCHOOL YEAR:

The Director of Guidance will have responsibility for the total district guidance program.



MAJOR AREAS OF RESPONSIBILITY:
- Personal/social guidance and counseling
- Attendance
- Integration guidance support
- Community agency referals/liaison
- Prevention/motivation
- School exemptions
- Adjustment transfers
- Crisis team
- Staff/parent resource

MAJOR AREAS OF RESPONSIBILITY:
- Work permit applications
- Career guidance activities
- Supervise work experience education
- Job development and placement

MAJOR AREAS OF RESPONSIBILITY:
- Secondary special education students
- Supervise work experience education
- Job development and placement/ROP
- Community agency coordination for handicapped students and their parents

MAJOR AREAS OF RESPONSIBILITY:
- Educational planning and programming
- Testing
- Financial aid/college advising
- Maintain student records
- Site guidance plans

——————— Supervision

K-12 Comprehensive Guidance Program

DOMAIN

1984-85

Attachment II

Goal: (The district goal for the specified domain will be included.)

Population served: (A specific group will be identified by the site to receive counseling service.)

Person(s) Responsible: (An individual will be named by the site to assume responsibility for the activity.)

1982-83 EVALUATION FROM PREVIOUS YEAR:

OBJECTIVE	ACTIVITIES	TIMELINE J A S O N D J F M A M J
(One district objective will be listed on each page.)	(Each site will develop one or more activities to meet the objective.)	(A timeline will be established for each activity.)

1983-84 EVALUATION PLAN (INCLUDE EXPECTED OUTCOMES):

(This plan will state how the success of the activity will be measured and what outcome is expected.)

1983-84 OUTCOMES:

(Upon completion of the evaluation, the final outcome will be stated.)

PLANS FOR 1984-85 SCHOOL YEAR:

(Using the outcomes as a needs assessment, plans for the upcoming year will be stated.)

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APPENDIX B
POLICY ANALYSIS: COUNSELING AND GUIDANCE PROJECT

SAN DIEGO COUNTY
OFFICE OF EDUCATION
Gerald A. Rosander, Superintendent
6401 Linda Vista Road
San Diego CA 92111-7399
(619) 292-3500

September 16, 1986

To: Bruce Davis

From: Michele Marcus MEM

Re: Policy Analysis: Counseling and Guidance Project

After reviewing San Diego City Schools' Procedures, I analyzed those policies governing, or having implications for, counseling and guidance practices. Of these procedures, 35 were revised and 6 were adopted in 1985 (Effective, 1985). Several of the new procedures have a major impact on the job responsibilities of counselors:

No. 4475 (E10/85) Identification program/project participants
4621 (E7/85) District counselor/crisis team
5720 (E1/85) Information systems management
6020 (E1/85) Classroom grouping practices & counseling procedures

In addition, some revised procedures also add major responsibilities:

No. 4235 (R8/85) GATE identification
4236 (R3/86) GATE program/parent conferences
4243 (R7/85) Compensatory education/bilingual (4250)

Although "at risk" students are not yet defined as such in the Procedures, services for them are best described in Procedure No. 6020 (c.6.b. 5-7). This procedure (attached) also delineates counselor responsibilities for equity in student placement, for completion of a four-year educational plan at the 6th grade level, and for involvement of parents in program planning.

Although the above counseling/guidance responsibilities were added in 1985, the formula for the counselor case load (#7216) has not yet been modified in print, but has been increased in practice. According to Procedure No. 7216 (Revised 1/1/84), the staffing formula for counselors is:

$$\text{Junior High and/or Senior High} = \frac{\text{Enrollment}}{375} = \text{N (Number of counselors)}$$

However, according to Henry Hurley the operational staffing formula for counselors is:

$$\text{Junior High} = \frac{\text{Enrollment}}{425} = \text{N (Number of counselors)}$$

$$\text{Senior High} = \frac{\text{Enrollment}}{405} = \text{N (Number of counselors)}$$

Procedure No. 7216 is being revised to reflect the above, which has been in practice since 12/84. Hurley anticipates its effective date to be 10/86. This discrepancy between the published procedure and the operational increase in counselor caseload, in addition to the many new responsibilities assigned to counselors, may contribute to counselors' frustrations.

Following is a listing of those procedures which either possess job-related information or provide specific directions relating to job performance as outlined in the "counselor" job description.

Attachments
MEM:vh
cc: Tomblin

Policy Analysis: Counseling/Guidance Project

Procedures having major impact on counselors:

No.4475 (Effective 10/21/85) 4pp.

Designation and Reporting of Program/Project Participation
Mandates compilation of lists of students participating in all externally funded programs, all integration programs, selected regular and special district programs.

No. 4621 (Effective 7/1/85) 4pp.

District Counselor Crisis Team
Establishes a team of 20 district counselors who may be called away from their regular assignments to receive additional training and responsibilities for intervening in crises during the time of a crisis.

No. 5720 (Effective 1/8/85) 4pp.

Information Systems Management
Mandates that the district will provide for the establishment and implementation of data processing information systems to meet the needs of various management functions. Implies that site information systems (e.g., counseling programs/master schedules) will be part of the District's central automated systems. Counselors are responsible for using Procedures Nos. 5705 and 5710 when programming students.

No. 6020 (Effective 3-12-85) 5pp.

Classroom Grouping Practices and Counseling Procedures
Mandates procedures for assigning students to classes which will result in equal access to educational opportunity for all students; delineates goals for grouping Gifted and Talented Education (GATE), Limited English Proficiency(LEP) and Special Education students; delineates 7 objectives counselors will achieve in their counseling practices (see attached copy of #6020)

No. 4235 (Revised 8-15-85) 6pp.

Student Identification for Gifted and Talented Students Program
Mandates that teachers and other school staff (including counselors) use results of group tests, academic performance, and personal observation of student behavior as bases for focusing attention on students who are believed to have extraordinary capability, or potential for extraordinary capability, in one or more of the three categories defined in Section C.3 of this procedure.

No. 4236 (Revised 3-27-86) 11pp.

Standards for Programming and Evaluating Gifted and Talented Students
Delineates specific procedures for identifying and programming GATE students. This procedure and the one above (No. 4235) imply that counselors must know the students in their caseloads to observe evidence of any of the identification criteria and to make referrals. The average counselor caseload is 425:1 at the junior high and 405:1 at the senior high.

No. 4243 (Revised 7-17-85) 5pp.

Compensatory Education
Outlines programs covered under compensatory education including bilingual education. Has implications for counselors at sites housing bilingual programs where the students' home language needs to be assessed and LEP students need to be programmed into appropriate bilingual classes. Counselors need to be familiar with Procedures Nos. 4250 and 4251.

Policy Analysis for Counseling/Guidance Project

Ed Code	Policy/Date R=Revised E=Effective	Description	Implications for Counselors
51000-51227	4100	Uniform course names/nos.	Implies responsibility re information
44560-64	4105R12/85	Inservice/human relations	Implies...information
44560,51050,51213	4106 R7/85	Multicultural education	Provides specific directions
51004	4125	Career education program	Provides...directions
46144,51760,51762	4126 R2/85	Work experience	Provides...directions
	4130 R6/86	Classes, school service	Provides...directions
51210,51220,51240	4188 R9/85	Social health program	Implies responsibility for sched.
51750	4196 R5/85	JROTC	Implies respons. for sched/credits
33031,56000-56507	4230	Special ed/student referrals	Implies awareness of students'needs
	4233	Enrollment/matriculation TMR	Implies...information
52200-14	4235 R8/85	GATE identification	Implies...information
52200-09	4236 R3/86	GATE program/parent conf.	Provides...directions
54000,54400,54520	4243 R7/85	Compensatory Education	Implies...information
	4251	Bilingual home language survey	Implies...information
	4255 R3/85	Pregnant Students	Provides...directions
46500,56001,56100	4257R11/85	Homebound/hospitalized stu.	Implies responsibility for reporting procedures for school or regular attendance
5811-5819.5	4261	Alternative schools	Implies...information
52316	4270	Exemption, PE/ROP	Provides...directions/career
8760	4310	Outdoor ed/RHR program	Implies responsibility for middle school counselors (6th grade)
46113,46141,51225	4315	Contract independent study	Provides...directions
46113,46141,51745	4316	Short term contract ind. study	Provides...directions
	4320-R6/85	Honor/Comm. college courses	Provides...directions
48800-02,76001	4322	Enrollment in college courses	Provides...directions
	4325	Mid year school graduates	Implies...information
8500,41976,48040	4400 R6/85	Adult education programs	Implies...information
8500,8531,48400	4410 R6/85	High school diploma program	Implies...information
49072	4430R10/85	School/student placement, staffing	Provides...directions
49060	4475E10/85	Identification program/ project participants	Implies...information
40972	4605	SIP Placement/Council	Provides...directions
	4610	Placement/special education transfers	Provides...directions
	4613 R8/85	Placement/juvenile court stu.	Provides...directions
	4620	District counselor service	Provides...directions
	4621 E7/85	District counselor/crisis team	Provides...directions
49072,48410-14	4622 R8/85	Problem students, 16-17 yrs.	Provides...directions
49066-7,49076	4705	Progress reporting, gr. 7-12	Provides...directions
49066-7,49076	4708	Summer school reports	Implies...information
	4720	Homework policy	Implies...info(Long term suspension)
48020	4760	Promotion/ placement, elem to jr high/middle school	Implies...info to "articulation adviser"/responsibility to principal
48030-31	4765	Promotion/placement, 7-9 to senior high	Provides...directions
51014-15,51224-27	4770	Graduation from senior high	Provides...directions

	4772	Diploma of Academic Distinction	Provides...directions
51440-42	4775 R6/85	Military service credit	Provides...directions
51215-17	4785	Standards of Proficiencies	Provides...directions
48410-12	4790	Certificate of proficiency	Implies...information
	4805	Profile of test performance	Provides...directions
60603,60607,60640	4810	Guidelines for CAP	Implies...information
60600-34	4816	Achievement/basic testing	Implies...information
	4817 R7/86	District Testing Calendar	Implies...information
	4818 R7/86	Year round Testing Calendar	Implies..information
	4825	CTBS	Implies...information; in secondary schools "testing advisor" may be Head Counselor or counselor
60605	4830	Stanine score conversion	Implies...information
	4841	Discriminant function scores for advanced math placements, grades 7-8	Implies...information
	4845	Administration of Advanced Placement tests	Implies...information
	4848 R5/86	PSAT/NMSQT	Implies...information
	5000	Site security plan	Implies...information
48904,41021	5025	Vandalism	Implies...information
	5100	Campus/playground safety	Implies...information
44807,39800,39830	5405	Supervision bus loading zone	Implies...information
39806	5407	Interschol bus network	Provides...directions
39800	5409	Transportation assistance for hardship cases	Provides...directions
39800,41852	5411	Transportation for integration program students	Implies...information
1850,56700.41863	5415	Transportation for special ed students, home to school	Implies...information
39800,41852	5416	Transportation for special ed students, neighborhood stop to school	Implies...information
	5609	Printing of graduation lists programs,diplomas,certificates	Implies...information
	5705 R1/85	Data systems service request	Implies...information
	5720 E1/85	Information systems mgt	Implies...information
	6020 E1/85	Classroom grouping practice/ counseling procedures	Provides...directions
37046,48000,48010	6120 R7/85	Prereg/registration,K-6	Implies...information
48011	6121 R6/85	Admission of K students to first grade	Implies...information
48000	6122 E5/85	Early admission to K	Implies...information
48980,49408,48200	6123 R7/85	Prereg/registration, 7-12	Provides...directions
49072	6127 R3/85	Parent-initiated transfers	Implies...information
	6128	Enrollment for child care K-6	Implies...information
42900-11	6130	Nonimmigrant aliens, registration/termination	Implies...information
	6135	Voluntary Ethnic Enrollment Program (VEEP)	Provides...directions

48200,49068,49076	6145	Transfer/withdrawal, K-6	Implies...information
48200,49068,49076	6146	Transfer/withdrawal, 7-12	Provides...directions
48200,48260,48400	6150 R7/85	Truancy/habitual truancy	Provides...directions
44808.5	6156 R3/85	Leaving school grounds, 7-12	Provides...directions
48210-12,49451	6180	Exclusions	Provides...directions
48220-30,48410-14	6185	Exemptions	Provides...directions
44807,44811	6270	Student discipline/supervision	Implies...information
48320-24	6275	Attendance review board	Provides...directions
49076	6278	Referrals/reports to community youth-serving and social agencies	Implies...information
44807,49000-01	6285	Corporal punishment	Implies...information
46300,48900	6290	Suspension	Implies...information
48900	6295	Expulsion	Implies...information
44690	6370	Child abuse	Provides...directions
44010,44836,45304	6370-A	Child abuse/staff member accused	Provides...directions
35208,35350,49407	6371	Abnormal absence rate for students	Implies...information
49423,49480	6372 R6/85	Medication for students	Implies...information
69560	6400	Scholarships	Provides...directions
	6430	Cafeteria employment of students	Provides directions/career
	6435	Winter holiday employment for students	Provides directions/career
49100	6436 R9/85	Work permits	Provides directions/career
35250,49062	6505 R7/85	Cumulative record, K-6	Implies...information
35250,49065	6510 R7/85	Cumulative record, 7-12	Provides...directions
35250,48980	6520 R9/86	Student records/retention and destruction	Provides...directions
	6521	Court orders to seal records	Implies...information
45345,49060,51512	6525	Release of student information	Provides...directions
P.L. 94-142	6526	Records for handicapped students	Provides...directions
49060	6527 E5/85	Centralized automated student records	Implies...information
35300-01	6528 R3/85	Counselor confidentiality	Provides... directions
	6535 R6/85	Use of legal or assumed name	Implies...information
	7046	Certificated work day/ professional responsibilities	Provides...directions
	7216	Counselor staffing formula/ junior and senior high	Provides...directions

A. PURPOSE AND SCOPE:

1. To outline administrative procedures governing:

   a. Assignment of elementary school students to regular self-contained classrooms.
   b. Assignment of secondary school students to courses of the same title.

2. To provide guidelines for implementation of Board of Education policy with regard to equity in student placement.

3. To outline and to ensure implementation of grouping and counseling practices which result in equal access to educational opportunity for all students.

4. Procedure No. 4236 outlines administrative procedures governing establishment of cluster classes to meet the needs of Gifted and Talented Education students and other high achieving students at all levels.

5. Related procedures:

Preregistration and registration, K-6	No. 6120
Pregistration and registration, 7-12	No. 6123
Instructional programs, general	No. 4000
Promotion and placement policies, K-6	No. 4755
Articulation between schools for promotion of sixth-grade students	No. 4760
Promotion/transfer of junior high school students to senior high schools	No. 4765
Graduation from senior high schools	No. 4770

B. LEGAL AND POLICY BASIS:

1. Reference: Board policy; Board minutes, 3-12-85; Office for Civil Rights Agreement.

2. Assignment of Students. Students shall be assigned to classes or sections of a course in such a manner that each class or section is representative as to gender and ethnicity of the total population of students meeting the criteria for placement in each grade level, class, or course. Examples:

   a. Elementary schools--assignment to regular self-contained classrooms: If a school has 60 second-grade students (exclusive of students assigned to Gifted and Talented Education [GATE], Limited English Proficiency [LEP], or special education classes), students will be assigned to classes with the result that each class of 30 students is representative of the group of 60.

B. 2. b. Secondary schools--assignment to sections for courses of the same title: If a school has 150 tenth-grade students (exclusive of Gifted and Talented Education [GATE], Limited English Proficiency [LEP], and special education students, taking Geometry or English 3-4), students will be assigned to five sections with the result that each class of 30 students is representative of the group of 150.

C. GENERAL:

1. Originating Office. Suggestions or questions concerning this procedure should be directed to Community Relations and Integration Services Division.

2. Elementary School Grouping

a. Principal

(1) Assigns students heterogeneously to regular self-contained classrooms in elementary schools (exclusive of students assigned to GATE, LEP, or special education classes).

(2) Assigns students to classes representative of the total population of students at each level.

b. Teacher

(1) Within each classroom, groups students for instruction as follows:

(a) Forms groups based on student's achievement scores from norm-referenced tests, criterion-referenced tests, diagnostic tests, and professional judgment of staff members.

(b) When levels of students' achievement exceed the span normally served by three reading groups in a single classroom, may work together with one or more other teachers to deploy students for reading groups, providing that the lower and higher achievement groups are distributed evenly among classrooms. If deployment is not possible, another group may be added with approval by School Operations Division. (If a teacher chooses to use two math groups, the same principle should be followed.)

(c) Provides for students to move as fast as possible to appropriate groups as determined by their progress in mastering instructional materials.

(2) May form additional groups within the classroom for other instructional activities as appropriate. Provides appropriate instructional activities to assure that the entire class works together for a portion of each day, and encourages each child's maximum development of basic, analytical, and critical thinking skills in every group.

C. 3. Secondary School Grouping

a. Students shall be provided access into courses designed to prepare them to:

(1) Meet grade level requirements;

(2) Attain expected student performance outcomes and course proficiencies for high school graduation, college admission, and career goals.

b. Principal assures that:

(1) Students are assigned heterogeneously to sections of courses of the same title in secondary schools, and that students are assigned to sections which result in classes representative of the total school population (exclusive of GATE, LEP, and special education students).

(2) All students have access to classes for which they meet the criteria.

(3) In all sections of the same title, teachers provide instruction which covers content described in the approved course description.

(4) Teachers use reteaching techniques, tutorial assistance, enrichment activities and other intervention strategies, to help students meet the expectation of the course and reach their full potential.

(5) Students are placed in course sequences which logically progress to more advanced courses, such as general math to pre-algebra to algebra. (NOTE: Based on multiple criteria for placement, students who are capable because of background and motivation may be able to skip one or more classes in a sequence with approval by the teacher(s), the principal, and the guidance counselor.)

(6) Bridging activities (such as summer school courses, independent learning contracts, tutorial programs, reading and math laboratories, and other strategies) are used to help students acquire skills necessary for successful work in higher level courses.

4. Goals for Gifted and Talented Education (GATE), Limited English Proficiency (LEP) and Special Education Students

a. GATE, LEP and special education students are excluded from provisions of this procedure; however, all schools shall establish goals to insure that:

(1) GATE classes progress toward enrollments representative of that school's population.

C. 4. a. (2) LEP students are moved into the regular education program as soon as possible.

(3) Special education students are integrated into the mainstream in accordance with the Master Plan for Special Education.

5. Responsibilities

a. Principals

(1) Provide supervision to assure that all provisions of this procedure are implemented.

(2) Work to achieve classroom balance with respect to criteria for placement, gender and ethnicity; monitor each class to insure compliance consistent with Board of Education policy.

b. Community Relations and Integration Services Division

(1) Conducts required surveys of classroom ethnic balance.

(2) Reviews results of classroom ethnic balance surveys; assists principals in site efforts to comply with Board of Education policy.

6. Counseling Practices (Junior High/Middle School/Senior High)

a. Parents are expected to:

(1) Review all advance information received concerning the scheduling of articulation and orientation guidance activities in order to become aware of, and involved in, student placement practices.

(2) Review the schedule of classes for their student(s) at least once a year.

(3) Be informed of the possible outcomes of taking such classes.

b. Counselors shall:

(1) Inform parents and students upon a student's entry into junior high/middle school, of program choices, of courses required to meet college and career goals, and of the importance of careful course selection during secondary school years.

(2) Implement guidance and counseling programs and engage in practices which result in equal access to educational opportunities for all students.

(3) Promote practices which encourage students to aspire to higher-level courses.

C. 6. b. (4) Complete a four-year educational plan for each student during his/her eighth-grade year.

(5) Consider student assessment criteria (such as the student's aspirations, norm-referenced tests, criterion-referenced tests, diagnostic tests, professional judgment of staff members, career-planning inventory, parent and student choices, and graduation requirements) when advising students on course selection and when placing students in classes.

(6) Consider and advise students regarding the appropriateness of regular courses, vocational choices, bridging courses and practices, and advanced courses to ensure that students are scheduled for challenging courses that best meet graduation and college admission requirements, and best achieve fulfillment of student aspirations.

(7) Provide individual and group counseling and informational sessions on available programs and requirements (including services for special needs students).

D. IMPLEMENTATION: (Refer to Section C.)

E. FORMS AND AUXILIARY REFERENCES:

F. REPORTS AND RECORDS:

1. Ethnic balance survey and other reports, as required by the Office of Civil Rights, the Court, the Board of Education, or district division offices.

G. APPROVED:

George Frey
Assistant Superintendent
Community Relations and
Integration Services Division

Thomas W. Payzant
Superintendent

APPENDIX C
JOB DESCRIPTION OF DISTRICT COUNSELOR

SAN DIEGO CITY SCHOOLS
Personnel Services Division

DISTRICT COUNSELOR

Brief Description of Position:

Receives referrals from authorized personnel to plan and implement ameliorative measures on behalf of pupils having severe social or academic problems which prevent them from appropriate educability when these problems involve the pupil's total environment.

Major Duties and Responsibilities:

1. Studies and evaluates school, family, community, and personal resources available to referred pupils and offers assistance needed in order to promote full use of educational opportunities; initiates and coordinates casework plans.
2. Counsels with pupils referred to diagnose difficulties and to plan total remedial programs including use of community resources; fosters problem-solving attitudes toward the learning, social, and emotional stresses of school.
3. Works with parents and community agencies on behalf of pupils showing severe academic, social, and emotional problems which adversely affect the pupil's educational development.
4. Actively supports the district integration program and encourages the participation of pupils who qualify for the program; participates in and instructs in integration programs as assigned.
5. Establishes, maintains, and support standards of personal conduct and discipline in accordance with the current discipline policy approved by the Board of Education.
6. Consults, as the nature of the case indicates, with Special Education Department psychiatrists and may refer the pupil and family for Special Education Department clinical services.
7. Recommends and arranges placements for pupils in appropriate specialized distric programs, including consultation with parents and appropriate school personnel.
8. Consults with on-site personnel when analysis of the pupil's problems indicate needed changes in the pupil's school program.
9. Evaluates and processes school transfers and assures that appropriate programming and remedial measures are effected at the new school.
10. Makes recommendations on and processes pupil exemptions (investigates expulsions and reinstatements--secondary level).
11. Investigates and implements district policy and state law in emergency situations such as suicide threats, battered children, sex offenses, pregnancies, narcotics, and assaults which occur or are discovered in the school setting; works with parents, legal authorities, medical doctors and others concerned, and makes court appearances as required.
12. Takes official district responsibility for severe attendance problems, initiates legally required truancy actions and other corrective procedures working with school personnel, parents, and legal authorities.
13. Works directly in the community on behalf of the school district in times of community crisis.
14. Maintains complete central records of all actions taken on behalf of pupils referred so that effective continuing cooperation can be maintained with community legal and treatment agencies.
15. Responds to requests for school reports from a variety of community agencies and other school districts.
16. Serves as a resource to school personnel concerning functions and responsibilities of community agencies.
17. Participates cooperatively with the appropriate administrator to develop method by which performance will be evaluated in conformance with district guidelines.
18. May transport pupils or parents to the home, school, or community service agencies for conferences and consultations when other transportation is unavailable.

Other Duties and Responsibilities:

1. Participates in continuous training program concerning regulations and laws dealing with youth and on policies and procedures of specified community agencies
2. Consults on a regular basis with District Counselor Supervisor for case work supervision to upgrade professional skills, so that community trends and problems may be quickly and accurately determined and appropriate action taken, and to maintain consistent interpretation of district policies and procedures.
3. Interprets school program and Special Education Department functions to individuals and community groups as requested.
4. Performs other duties as assigned, including special assignments during crises or emergency situations as determined by the superintendent.

Supervision Exercised or Received:

Under general direction of the Guidance Services Director. Under immediate and technical supervision of the District Counselor Supervisor. Under the immediate direction of the principal or designee while performing services at the school site.

Assignment Type and Work Year.

Assignment in this class may be full-time or part-time. Work year may be a traditional ten month assignment or one of the tracks in the year-round school program.

POSITION QUALIFICATIONS

Minimum Qualifications:

1. Credential: Valid Pupil Personnel Services credential as required by California law.
2. Education: Bachelor's degree including all courses needed to meet credential requirements.
3. Experience: Successful experience in the field of guidance or school social work
4. Personal Qualities: Appearance, grooming, and personality which establish a desirable example for pupils. Ability to meet district standards for physical and mental health. Must possess mature judgment and ability to exercise individual initiative. Must be flexible, able to develop rapport with parents and pupils, and tolerate daily stressful emotional situations responsibly.
5. License: Possession of a valid California driver's license and availability of a private automobile (transportation allowance provided).

Goals of Effective Performance:

To provide assistance to pupils having severe social, or academic problems as reflected in school performance. To provide problem-oriented counseling for referred pupils. To enlist the cooperation of pupil's parents and to coordinate the application of all available community resources.

Examples of Factors Which May Lead to More Effective Performance:

1. Credential: Valid Pupil Personnel Services credential as required by California law.
2. Education: Master's degree in an appropriate subject area.
3. Professional Experience: A minimum of three years of successful district counseling experience involving pupils of various socio-economic levels. Experience in meeting the needs of all categories of pupils, participation in research, pilot, or experimental programs focussed on the areas of pupil personnel services. Leadership assignments in counseling and participation in workshops, seminars, and inservice training provided by the district.
4. Other Experience: Development of a broad background of general knowledge and an understanding of human relations through activities such as travel, classroom teaching at the elementary, secondary, or adult level, and work experience other than as a classroom teacher.

APPENDIX D
JOB DESCRIPTION OF IN-SCHOOL COUNSELOR

SAN DIEGO CITY SCHOOLS
Personnel Services Division

SECONDARY COUNSELOR

Brief Description of Position:

Counsels with pupils, parents, and teachers individually or in groups on educational career, and personal-social matters in order to maximize the educational opportunities of pupils.

Major Duties and Responsibilities:

1. Assists pupils in defining long-range and short-range educational goals and assists in making appropriate decisions in program planning; arranges the program.
2. Insures that pupils receive information on graduation requirements, academic honors, college entrance requirements, career training and opportunities.
3. Provides information and assistance to pupils and parents relating to career choice, requirements for advanced education and potential career opportunities.
4. Provides information on sources of financial aid and various special programs for higher education.
5. Actively supports the district integration program and encourages the participation of pupils who qualify for the program; participates in and instructs in integration programs as assigned.
6. Orients new counselees and parents to school program and the various guidance services available.
7. Consults with school personnel concerning special abilities or problems that the pupil may have.
8. Counsels pupils with personal-social problems; refers pupils to other professionals when appropriate.
9. Establishes, maintains, and supports standards of personal conduct and discipline in accordance with the current discipline policy approved by the Board of Education.
10. Interprets to pupils and parents school rules, regulations and programs.
11. Assists teachers with the solution of classroom behavior problems.
12. Interprets group test data to pupils, parents, and teachers, including intelligence and achievement tests, aptitude tests, and interest surveys.
13. Refers pupils for individual testing through the Head Counselor. Counsels with parents concerning pupil data and school progress.
14. Participates cooperatively with the principal or designee to develop the method by which performance will be evaluated in conformance with district guidelines.

Other Duties and Responsibilities:

1. Attends inservice workshops and counseling meetings for the purpose of maintaining professional competence.
2. Supervises the maintenance of accurate and complete cumulative records containing grades, test data, achievements and honors, conferences, personal history, and other pertinent information.
3. Assists teachers with guidance units as assigned.
4. May perform the functions of a Counselor/Team Leader when assigned to a continuation school satellite location.
5. Performs other duties as assigned, including special assignments during crises or emergency situations as determined by the superintendent.

Supervision Exercised or Received:

Under the general direction of the principal and under the immediate direction of the Head Counselor or Vice Principal in charge of guidance programs, as appropriate.

Secondary Counselor

Assignment Type and Work Year:

Assignment in this class may be full-time or part-time. Work year may be a traditional ten month assignment or one of the tracks in the year-round school program.

POSITION QUALIFICATIONS

Minimum Qualifications:

1. Credential: Valid teaching credential and Pupil Personnel Services credential as required by California law.
2. Education: Bachelor's degree including all courses needed to meet credential requirements.
3. Experience: Three years of successful teaching or related experience.
4. Personal Qualities: Appearance, grooming, and personality which establish a desirable example for pupils. Ability to meet district standards for physical and mental health. Better than average recommendations from supervisors or other professionals who have observed the personal characteristics and classroom performance of the teacher. Must possess good knowledge of district policies, programs, and courses of study. Must relate well with pupils, teachers, parents, and managers. Must have the ability to tactfully reinforce appropriate school behavior and to exercise individual initiative.

Goals of Effective Performance:

To assist pupils to become better informed about themselves academically, occupationally, and socially in order to deal effectively with critical decision. To serve a catalyst in establishing positive relationships and understanding between pupils, parents, and the school. Employees in this job class must be able to display the use of good judgment in making decisions; must maintain professional relationships with pupils, parents, their peers and supervising staff members; and must maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment.

Examples of Factors Which May Lead to More Effective Performance:

1. Credential: Valid teaching credential and Pupil Personnel Services credential as required by California law.
2. Education: Master's degree.
3. Professional Experience: A minimum of three years of Secondary Counseling experience at more than one grade level in two or more schools, preferably in different socio-economic areas. Experience and broad knowledge of counseling gifted as well as slow learning pupils; articulation and scholarship advising; vocational guidance and career planning. Participation in workshops, seminars and inservice training focused on the problems or improvement
4. Other Experience: Development of a broad background of general knowledge and an understanding of human relationships through such activities as trave, military service, or work experience other than as a counselor.

APPENDIX E
ALLOCATION OF ELEMENTARY COUNSELORS FOR ALL SITES

ALLOCATION AND OTHER FUNDING FOR ELEMENTARY DISTRICT COUNSELSORS

SITE	ENROLLMENT	DAYS PER WEEK	OTHER FUNDING	TOTAL DAYS PER WEEK	COUNSELOR:STUDENT RATIO
ADAMS	571	1.50		1.50	380.7
ALCOTT	493	1.50	.50	2.00	246.5
ANGIER	704	2.00		2.00	352.0
AUDUBON	777	2.00		2.00	388.5
BENCHLEY/WEIN.	510	1.50	1.00	2.50	204.0
BAKER	726	2.00	3.00	5.00	145.2
BALBOA	1082	2.50	2.50	5.00	216.4
BARNARD	324	1.00	.50	1.50	216.0
BAY PARK	422	1.00	1.50	2.50	168.8
BAYVIEW PARK	410	1.50	2.50	4.00	102.5
BETHUNE	970	2.00	1.00	3.00	323.3
BIRD ROCK	418	1.00	1.00	2.00	209.0
BIRNEY	648	2.00	1.00	3.00	216.0
BOONE	996	2.50	1.50	4.00	249.0
BREEN	300	1.00		1.00	300.0
BROOKLYN	925	3.00	2.00	5.00	185.0
BURBANK	451	1.50	1.50	3.00	150.3
CABRILLO	243	1.00	1.00	2.00	121.5
CADMAN	322	1.00	1.00	2.00	161.0
CARSON	463	1.50	.50	2.00	231.5
CARVER	286	1.00	1.00	2.00	143.0
CENTRAL	754	2.00		2.00	377.0
CHESTERTON	603	1.50	1.50	3.00	201.0
CHOLLAS	780	2.00	1.00	3.00	260.0
CLAY	330	1.50	.50	2.00	165.0
CROWN POINT	348	1.00	.50	1.50	232.0
CUBBERLEY	319	1.00		1.00	319.0
CURIE	529	1.50	.50	2.00	264.5
DAILARD	581	2.00	2.00	4.00	145.2
DEWEY	316	1.50	2.50	4.00	79.0
DOYLE	535	1.50	.50	2.00	267.5
EDISON	509	1.50		1.50	339.3
EMERSON	887	2.50	2.50	5.00	177.4
ENCANTO	1437	4.00	1.00	5.00	287.4
ERICSON	997	2.50		2.50	398.8
EUCLID	921	3.00	2.00	5.00	184.2
FIELD	326	1.00		1.00	326.0
FLETCHER	291	1.00	.50	1.50	194.0
FLORENCE	277	1.00		1.00	277.0
FOSTER	584	1.50	2.00	3.50	166.9
FRANKLIN	489	1.50	1.00	2.50	195.6
FREESE	715	2.00	3.00	5.00	143.0
FREEMONT	289	1.00	1.00	2.00	144.5
FULTON	619	2.00	3.00	5.00	123.8
GAGE	731	2.00	.50	2.50	292.4
GRANT	640	2.00	1.00	3.00	213.3
GREEN	497	1.50	3.50	5.00	99.4

ALLOCATION AND OTHER FUNDING FOR
ELEMENTARY DISTRICT COUNSELSORS

SITE	ENROLLMENT	DAYS PER WEEK	OTHER FUNDING	TOTAL DAYS PER WEEK	COUNSELOR:STUDENT RATIO
HAMILTON	830	2.00	1.50	3.50	237.1
HANCOCK	895	2.50	2.50	5.00	179.0
HARDY	333	1.00	1.00	2.00	166.5
HAWTHORNE	495	1.50	1.50	3.00	165.0
HEARST	286	1.00	.50	1.50	190.7
HICKMAN	651	2.00		2.00	325.5
HOLMES	410	1.00	.50	1.50	273.3
HORTON	785	2.50	2.50	5.00	157.0
JACKSON	590	1.50		1.50	393.3
JEFFERSON	528	1.50	3.00	4.50	117.3
JERABEK	894	2.00	1.00	3.00	298.0
JOHNSON	459	1.50	1.00	2.50	183.6
JONES	348	1.00		1.00	348.0
JUAREZ	263	1.00	1.00	2.00	131.5
KENNEDY	629	2.00	1.00	3.00	209.7
KING	808	2.00	3.00	5.00	161.5
KNOX	801	2.50	2.50	5.00	160.2
LA JOLLA	602	1.50	2.00	3.50	172.0
LAFAYETTE	584	2.00	.50	2.50	233.6
LEE	797	2.50	.50	3.00	265.7
LINDA VISTA	627	3.00	2.00	5.00	125.4
LINDBERGH	751	2.00	2.00	4.00	187.8
LOGAN	848	2.50		2.50	339.2
LOMA PORTAL	414	1.00	1.00	2.00	207.0
LONGFELLOW	385	1.00	2.00	3.00	128.3
LOWELL	450	1.50	.50	2.00	225.0
MARSHALL	589	1.50	2.00	3.50	168.3
MARVIN	382	1.00	.50	1.50	254.7
MASON	659	2.50	.50	3.00	219.7
MCKINLEY	610	1.50	1.00	2.50	244.0
MEAD	340	1.00	.50	1.50	226.7
MILLER	1122	3.00	2.00	5.00	224.4
MIRAMAR RANCH	544	1.50	1.00	2.50	217.6
OAK PARK	706	2.00	1.00	3.00	235.3
OCEAN BEACH	564	1.50	2.00	3.50	161.1
PARADISE HILLS	932	2.50	1.00	3.50	266.3
PACIFIC BCH ELEM	262	1.00	1.50	2.50	104.8
PENN	905	2.50	1.00	3.50	258.6
PERRY	751	2.50		2.50	300.4
ROLANDO PARK	400	1.50	1.00	2.50	160.0
ROSS	492	1.50	1.50	3.00	164.0
ROWAN	248	1.00		1.00	248.0
SANDBERG	722	2.00		2.00	361.0
SEQUOIA	397	1.00		1.00	397.0
SESSIONS	431	1.00	1.50	2.50	172.4
SHERMAN	1044	3.50		3.50	298.3
SILVERGATE	565	1.50	3.00	4.50	125.6
SPRECKELS	549	1.50	1.00	2.50	219.6

ALLOCATION AND OTHER FUNDING FOR
ELEMENTARY DISTRICT COUNSELSORS

SITE	ENROLLMENT	DAYS PER WEEK	OTHER FUNDING	TOTAL DAYS PER WEEK	COUNSELOR:STUDENT RATIO
SUNSET VIEW	461	1.50	3.50	5.00	92.2
TIERRASANTA	512	1.50	1.50	3.00	170.7
TOLER	278	1.00	.50	1.50	185.3
TORREY PINES	376	1.00	1.50	2.50	150.4
VALENCIA PARK	1056	3.00	2.00	5.00	211.2
VISTA GRANDE	533	1.50	.50	2.00	266.5
WALKER	1045	3.00		3.00	348.3
WASHINGTON	312	1.00		1.00	312.0
WEBSTER	399	1.50	3.00	4.50	88.7
WEGEFORTH	303	1.00		1.00	303.0
WHITMAN	328	1.00	.50	1.50	218.7
ZAMORANO	951	1.50	1.00	2.50	380.4

ELEMENTARY SCHOOLS WITH COUNSELING CENTERS AND SCHOOLS WITHOUT CENTERS

A school was identified as having a counseling center when the principal's survey indicated a response to Question #7, "If your site currently has an elementary counseling center in operation, please rate its effectiveness." The principal's survey was also used in the same manner to identify schools without counseling centers.

Schools with Counseling Centers

Adams
Alcott
Angier
Audubon
Balboa
Barnard
Bay Park
Bayview Terrace
Birney
Boone
Brooklyn
Burbank
Cadman
Carson
Carver
Central
Chesterton
Chollas
Clay
Cubberly
Curie
Dailard
Dewey
Edison
Emerson
Ericson
Euclid
Florence
Foster
Franklin
Feese
Fremont
Fulton
Grant
Green
Hancock
Hardy
Hawthorne
Hickman
Holmes
Horton
Jefferson
Jerabek
Johnson
King
La Jolla
Lee
Linda Vista
Lindbergh
Lowell
Marshall
Marvin
Mason
McKinley
Mead
Miller
Oak Park
Ocean Beach
Pacific Beach
Paradise Hills
Perry
Rolando Park
Ross
Rowan
Sandburg
Sequoia
Sherman
Silvergate
Spreckels
Sunset View
Vista Grande
Walker
Webster
Zamorano

No Centers

Bird Rock
Doyle
Field
Fletcher
Gage
Jackson
Jones
Juarez
Lafayette
Miramar Ranch
Penn
Sessions
Tierransanta
Toler
Valencia Park
B/Weinberger
Whitman

SELECTED ELEMENTARY SCHOOLS WITH LOW, MEDIUM, AND HIGH COUNSELOR/STUDENT RATIOS

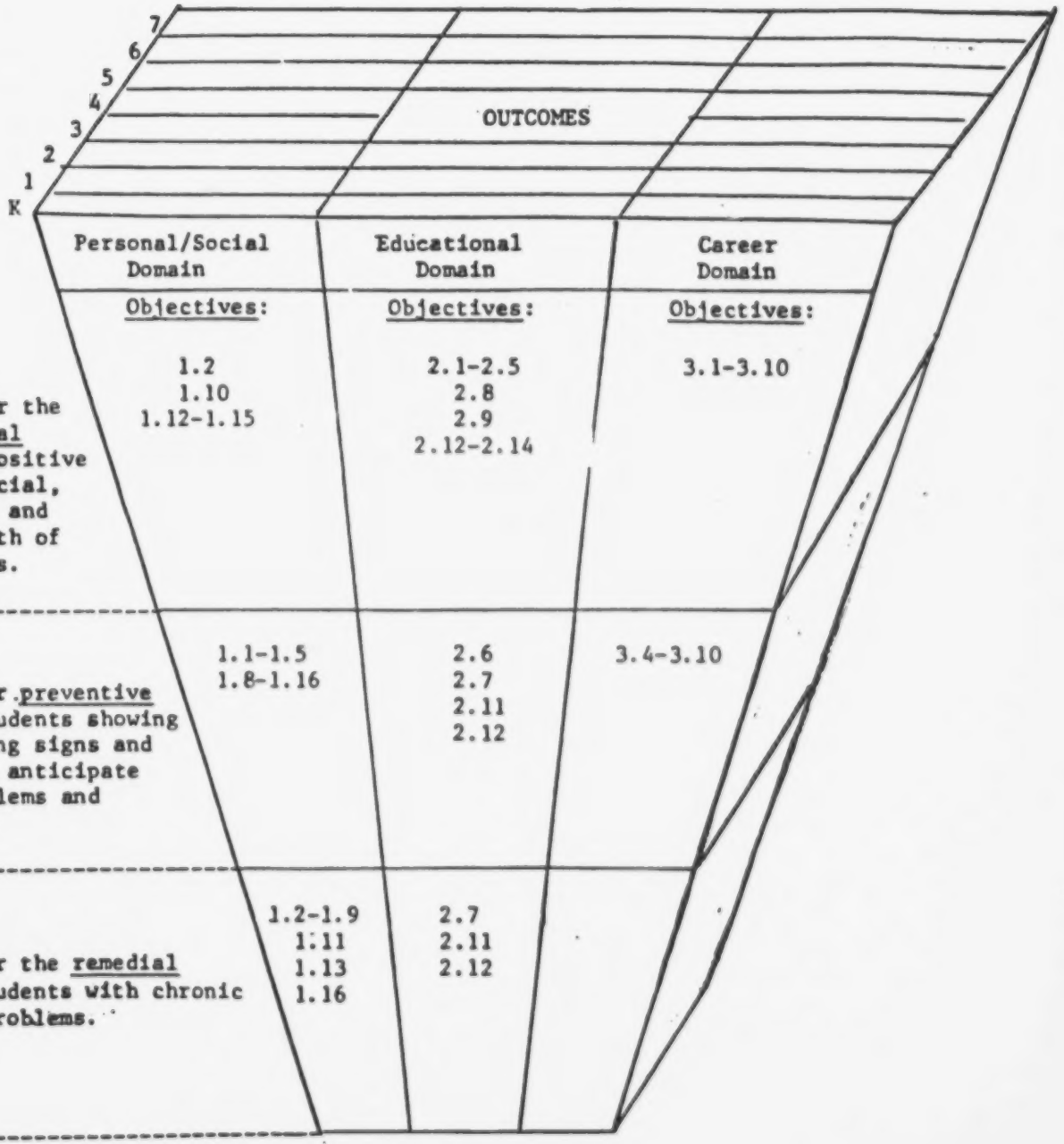
Low Ratio 79.0 -- 157.0	Medium Ratio 187.8 -- 225.0	High Ratio 300.0 -- 398.8
Dewey	Lindbergh	Perry
Webster	Hearst	Wegeforth
Sunset View	Fletcher	Washington
Green	Franklin	Cubberly
Bayview Terrace	Chesterton	Bethune
Pacific Beach	B/Weinberger	Hickman
Jefferson	Loma Portal	Field
Cabrillo	Bird Rock	Logan
Fulton	Kennedy	Edison
Linda Vista	Valencia Park	Jones
Silvergate	Grant	Walker
Longfellow	Barnard	Angier
Juarez	Birney	Sandburg
Carver	Balboa	Central
Freese	Miramar Ranch	Zamorano
Fremont	Whitman	Adams
Baker	Spreckels	Audubon
Dailard	Mason	Jackson
Torrey Pines	Miller	Sequoia
Horton	Lowell	Ericson

APPENDIX F
ORGANIZATIONAL STRUCTURE OF ELEMENTARY SITE GUIDANCE PLANS

COMPREHENSIVE GUIDANCE PROGRAM (K-6)
CONCEPTUAL MODEL

This conceptual model provides a structure that simplifies the K-6 comprehensive guidance program into three domains, three implementation levels and elementary grade levels. The use of the model should facilitate site planning related to guidance content and levels of services.

GLOBAL



SPECIFIC

APPENDIX G
COUNSELOR AND ADMINISTRATOR SURVEY:
FORM A AND B

DRAFT

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form A

Question	Category	N	PERCENTS						
			High	Med	Low	No Resp	Adeq	In-adeq	No Resp
Educational Domain									
1. Organizing and conducting orientation activities for new students	Administra.	15	40	20	33	7	80	20	0
	Head Couns.	19	53	37	11	0	74	21	5
	In-School Coun.	59	24	32	37	7	64	25	10
	Career Couns.	9	44	33	0	22	67	0	33
	Sec. Dist. Coun.	9	22	33	22	22	44	33	22
2. Providing academic counseling to individuals	Administra.	15	33	47	13	7	53	47	0
	Head Couns.	19	95	5	0	0	74	21	5
	In-School Coun.	59	64	25	5	5	68	27	5
	Career Couns.	9	44	22	0	33	68	0	33
	Sec. Dist. Coun.	9	56	22	11	11	68	22	11
3. Providing academic counseling to groups	Administra.	15	7	53	33	7	47	53	0
	Head Couns.	19	32	58	11	0	68	32	0
	In-School Coun.	59	27	29	41	3	61	36	3
	Career Couns.	9	22	33	11	33	67	0	33
	Sec. Dist. Coun.	9	11	11	67	11	56	33	11
4. Assisting students in course selection	Administra.	15	47	47	0	7	67	33	0
	Head Couns.	19	84	16	0	0	84	16	0
	In-School Coun.	59	59	32	5	3	78	19	3
	Career Couns.	9	33	44	0	22	67	0	33
	Sec. Dist. Coun.	9	11	33	22	33	56	11	33
5. Programming for Promotion/ Retention	Administra.	15	33	47	13	7	80	20	0
	Head Couns.	19	79	16	5	0	79	21	0
	In-School Coun.	59	58	27	9	7	78	15	7
	Career Couns.	9	44	11	0	44	56	0	44
	Sec. Dist. Coun.	9	44	11	22	22	67	11	22
6. Programming to meet equity guidelines	Administra.	15	7	53	33	7	73	27	0
	Head Couns.	19	37	53	11	0	79	21	0
	In-School Coun.	59	17	42	636	5	70	20	10
	Career Couns.	9	33	22	0	44	44	11	44
	Sec. Dist. Coun.	9	11	33	22	33	56	11	33

Table continued

Table continued

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form A

Question	Category	N	PERCENTS						
			High	Med	Low	No Resp	Adeq	In-adeq	No Resp
7. Providing counseling/ activities to help students develop decision-making skills	Administra.	15	7	27	60	7	20	80	0
	Head Couns.	19	32	53	16	0	53	47	0
	In-School Coun.	59	7	32	58	3	32	64	3
	Career Couns.	9	44	44	0	11	56	22	22
	Sec. Dist. Coun.	9	22	56	22	0	11	78	11
8. Parent conferencing	Administra.	15	33	47	13	7	66	33	0
	Head Couns.	19	84	16	0	0	79	21	0
	In-School Coun.	59	66	29	2	3	71	22	7
	Career Couns.	9	33	44	11	11	56	22	22
	Sec. Dist. Coun.	9	67	22	11	0	44	56	0
9. Identifying students with special needs for referral to appropriate resources/agency	Administra.	15	13	60	20	7	47	53	0
	Head Couns.	19	42	53	5	0	68	32	0
	In-School Coun.	59	22	48	29	2	64	31	5
	Career Couns.	9	44	22	0	33	33	22	44
	Sec. Dist. Coun.	9	56	22	22	0	56	44	0
10. Assisting parents/staff in referring students to special schools, programs, etc.	Administra.	15	13	53	27	7	67	33	0
	Head Couns.	19	37	47	16	0	84	16	0
	In-School Coun.	59	19	51	29	2	76	19	5
	Career Couns.	9	11	44	0	44	44	11	44
	Sec. Dist. Coun.	9	44	33	22	0	67	33	0
11. Working with staffs from feeder schools to plan and implement articulation activity	Administra.	15	27	27	40	7	67	33	0
	Head Couns.	19	42	32	21	5	90	11	0
	In-School Coun.	59	20	39	36	5	70	25	5
	Career Couns.	9	33	11	11	44	44	0	56
	Sec. Dist. Coun.	9	0	33	33	33	56	11	33

Table continued

Table continued

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form A

Question	Category	N	PERCENTS						
			High	Med	Low	No Resp	Adeq	In-adeq	No Resp
12. Conferring with teachers about an individual student's educational performance	Administra.	15	27	40	27	7	67	33	0
	Head Couns.	19	68	32	0	0	74	26	0
	In-School Coun.	59	51	44	2	3	68	25	7
	Career Couns.	9	44	33	0	22	67	0	33
	Sec. Dist. Coun.	9	44	44	0	11	56	33	11
13. Helping teachers apply counseling techniques	Administra.	15	7	33	53	7	33	67	0
	Head Couns.	19	21	37	42	0	42	58	0
	In-School Coun.	59	7	31	56	7	31	63	7
	Career Couns.	9	11	33	11	44	22	22	56
	Sec. Dist. Coun.	9	0	44	44	11	22	67	11
14. Providing info. to parents, teachers and students on financial aid and scholarships	Administra.	15	33	20	40	7	73	27	0
	Head Couns.	19	21	42	21	16	74	11	16
	In-School Coun.	59	29	36	27	9	75	15	9
	Career Couns.	9	22	33	11	33	56	11	33
	Sec. Dist. Coun.	9	11	22	22	44	33	22	44
15. Gathering and maintaining up-to-date information on post-secondary institutions	Administra.	15	27	20	47	7	67	33	0
	Head Couns.	19	32	32	32	5	79	16	5
	In-School Coun.	59	31	27	36	7	70	17	12
	Career Couns.	9	22	44	22	11	78	22	0
	Sec. Dist. Coun.	9	0	22	44	33	44	22	33
16. Providing information to parents, teachers, and students on post-secondary opportunities	Administra.	15	7	53	33	7	60	40	0
	Head Couns.	19	37	37	21	5	74	21	5
	In-School Coun.	59	39	25	27	9	63	24	12
	Career Couns.	9	22	33	22	22	67	0	33
	Sec. Dist. Coun.	9	11	11	44	33	56	11	33

Table continued

Table continued

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form A

Question	Category	N	PERCENTS						
			High	Med	Low	No Resp	Adeq	In-adeq	No Resp
Personal/Social									
17. Providing counseling to individuals to assist with personal/social growth needs	Administra.	15	40	40	13	7	40	60	0
	Head Couns.	19	63	32	5	0	47	53	0
	In-School Coun.	59	66	24	5	5	54	41	5
	Career Couns.	9	33	56	11	0	56	33	11
	Sec. Dist. Coun.	9	56	33	11	0	33	56	11
18. Providing counseling to groups of students to assist with social growth needs	Administra.	15	7	47	40	7	47	53	0
	Head Couns.	19	21	42	37	0	47	53	0
	In-School Coun.	59	10	29	58	3	34	59	7
	Career Couns.	9	22	22	22	33	22	33	44
	Sec. Dist. Coun.	9	33	33	33	0	33	67	0
19. Promoting effective inter-group relations	Administra.	15	7	40	47	7	33	67	0
	Head Couns.	19	32	37	32	0	63	37	0
	In-School Coun.	59	12	39	46	3	42	53	5
	Career Couns.	9	11	67	0	22	56	11	33
	Sec. Dist. Coun.	9	22	56	11	11	44	44	11
20. Providing activities to promote student self-awareness regarding personal goals/values	Administra.	15	13	47	33	7	40	60	0
	Head Couns.	19	53	21	26	0	68	32	0
	In-School Coun.	59	24	29	44	3	42	53	5
	Career Couns.	9	33	56	0	11	67	11	22
	Sec. Dist. Coun.	9	22	44	11	22	11	67	22
21. Assisting students identified as experiencing achievement or behavior problems	Administra.	15	60	27	7	7	47	53	0
	Head Couns.	19	79	16	5	0	68	32	0
	In-School Coun.	59	80	15	2	3	51	42	7
	Career Couns.	9	44	33	0	22	33	33	33
	Sec. Dist. Coun.	9	67	33	0	0	33	67	0

Table continued

Table continued

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form A

Question	Category	N	PERCENTS						
			High	Med	Low	No Resp	Adeq	In-adeq	No Resp
22. Assisting parents/staff in referring students with severe problems to community agencies	Administra.	15	27	53	13	7	73	27	0
	Head Couns.	19	37	53	11	0	79	21	0
	In-School Coun.	59	29	34	32	5	71	19	10
	Career Couns.	9	22	44	0	33	56	0	44
	Sec. Dist. Coun.	9	100	0	0	0	89	11	0
23. Conducting exit interviews for early school leavers	Administra.	15	7	7	80	7	40	60	0
	Head Couns.	19	11	32	53	5	68	21	11
	In-School Coun.	59	7	29	56	9	58	31	10
	Career Couns.	9	33	22	0	44	44	11	44
	Sec. Dist. Coun.	9	56	11	0	33	44	22	33
24. Organizing and conducting family planning activities for students	Administra.	15	0	13	80	7	40	60	0
	Head Couns.	19	11	0	84	5	32	58	11
	In-School Coun.	59	3	12	75	10	41	46	14
	Career Couns.	9	11	33	11	44	33	11	56
	Sec. Dist. Coun.	9	0	11	44	44	22	33	44
26. Organizing and conducting activities on substance abuse for students	Administra.	15	13	33	40	13	40	53	7
	Head Couns.	19	26	21	47	5	58	37	5
	In-School Coun.	59	9	31	54	7	39	49	10
	Career Couns.	9	33	11	11	44	33	22	44
	Sec. Dist. Coun.	9	11	22	44	22	22	56	22
27. Organizing and conducting activities to recognize positive pupil behavior or achievement	Administra.	15	27	33	27	13	47	47	7
	Head Couns.	19	53	26	21	0	68	32	0
	In-School Coun.	59	25	51	20	3	61	32	7
	Career Couns.	9	22	33	11	33	33	22	44
	Sec. Dist. Coun.	9	11	78	11	0	44	56	0

Table continued

Table continued

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form A

Question	Category	N	PERCENTS High	Med	Low	No Resp	Adeq	In-adeq	No Resp
Career Domain									
28. Providing counseling to individuals to assist with appropriate occupational choices	Administra.	15	7	60	27	7	67	33	0
	Head Couns.	19	53	32	16	0	74	26	0
	In-School Coun.	59	44	41	12	3	68	27	5
	Career Couns.	9	89	11	0	0	67	22	11
	Sec. Dist. Coun.	9	11	22	44	22	44	33	22
29. Providing groups of students with career development activities	Administra.	15	13	60	20	7	67	33	0
	Head Couns.	19	42	32	26	0	74	26	0
	In-School Coun.	59	29	42	27	2	63	32	5
	Career Couns.	9	67	33	0	0	89	11	0
	Sec. Dist. Coun.	9	0	22	44	33	33	33	33
30. Developing student recognition of non-traditional career opportunities for all socio-economic and ethnic groups	Administra.	15	0	73	20	7	53	47	0
	Head Couns.	19	42	26	32	0	58	42	0
	In-School Coun.	59	12	36	51	2	56	39	5
	Career Couns.	9	44	44	11	0	67	22	11
	Sec. Dist. Coun.	9	11	11	44	33	22	44	33
31. Developing and maintaining up-to-date career information for students	Administra.	15	33	33	27	7	73	27	0
	Head Couns.	19	32	42	26	0	58	37	5
	In-School Coun.	59	32	19	48	2	64	31	5
	Career Couns.	9	56	44	0	0	78	11	11
	Sec. Dist. Coun.	9	0	22	33	44	11	44	44
32. Assisting students in identifying work experience settings	Administra.	15	27	27	40	7	73	27	0
	Head Couns.	19	26	21	53	0	53	32	16
	In-School Coun.	59	20	32	44	3	59	31	10
	Career Couns.	9	67	33	0	0	56	22	22
	Sec. Dist. Coun.	9	0	11	22	67	22	11	67

Table continued

Table continued

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form A

Question	Category	N	PERCENTS						
			High	Med	Low	No Resp	Adeq	In-adeq	No Resp
33. Working with vocational instructors in achieving appropriate work experience placement	Administra.	15	27	33	33	7	93	7	0
	Head Couns.	19	11	5	74	11	53	26	21
	In-School Coun.	59	7	29	58	7	49	37	12
	Career Couns.	9	33	67	0	0	67	11	22
	Sec. Dist. Coun.	9	0	11	22	67	11	11	78
34. Consulting with supervisors regarding student work experience	Administra.	15	13	40	40	7	80	20	0
	Head Couns.	19	0	26	58	16	58	21	21
	In-School Coun.	59	15	19	59	7	56	29	14
	Career Couns.	9	78	0	22	0	67	22	11
	Sec. Dist. Coun.	9	0	22	11	67	22	0	78
35. Developing written career plans for students	Administra.	15	20	47	27	7	80	20	0
	Head Couns.	19	58	16	26	0	68	26	5
	In-School Coun.	59	25	24	49	5	61	31	7
	Career Couns.	9	56	11	33	0	33	33	33
	Sec. Dist. Coun.	9	11	0	22	67	11	11	78
36. Arranging placement interviews for graduates and for dropouts	Administra.	15	0	27	67	7	40	60	0
	Head Couns.	19	0	11	68	21	42	37	21
	In-School Coun.	59	2	5	83	10	37	46	15
	Career Couns.	9	33	11	56	0	44	44	11
	Sec. Dist. Coun.	9	0	0	22	78	0	11	89
All Three Domains									
37. Administering standardized achievement or aptitude tests to groups of students	Administra.	15	40	40	13	7	93	7	0
	Head Couns.	19	58	26	16	0	90	11	0
	In-School Coun.	59	32	37	25	5	85	7	9
	Career Couns.	9	11	33	11	44	44	11	44
	Sec. Dist. Coun.	9	0	22	11	67	22	0	78

Table continued

Table continued

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form A

Question	Category	N	PERCENTS						
			High	Med	Low	No Resp	Adeq	In-adeq	No Resp
38. Administering tests to individual students	Administra.	15	13	33	47	7	53	40	7
	Head Couns.	19	11	16	74	0	79	21	0
	In-School Coun.	59	15	19	64	2	80	15	5
	Career Couns.	9	44	22	22	11	67	11	22
	Sec. Dist. Coun.	9	0	11	22	67	22	11	67
39. Interpreting and presenting test results	Administra.	15	7	53	33	7	47	53	0
	Head Couns.	19	47	47	5	0	79	21	0
	In-School Coun.	59	25	49	24	2	78	15	7
	Career Couns.	9	33	22	22	22	56	11	33
	Sec. Dist. Coun.	9	0	56	11	33	44	11	44
40. Surveying students' needs and interests	Administra.	15	20	53	20	7	53	40	7
	Head Couns.	19	53	32	16	0	68	32	0
	In-School Coun.	59	22	42	34	2	64	31	5
	Career Couns.	9	56	33	11	0	56	33	11
	Sec. Dist. Coun.	9	11	11	33	44	11	33	56
41. Conducting curriculum needs assessments and evaluating the current curriculum delivery system	Administra.	15	7	27	60	7	33	53	13
	Head Couns.	19	21	37	42	0	58	37	5
	In-School Coun.	59	10	31	54	5	59	32	9
	Career Couns.	9	22	33	11	33	44	0	56
	Sec. Dist. Coun.	9	0	0	33	67	0	33	67
42. Conducting follow-up studies of graduates	Administra.	15	0	13	80	7	27	60	13
	Head Couns.	19	5	0	79	16	37	42	21
	In-School Coun.	59	0	5	85	10	37	44	17
	Career Couns.	9	22	0	33	44	22	22	56
	Sec. Dist. Coun.	9	0	0	33	67	11	11	78
43. Establishing and maintaining a guidance materials resource center for staff and students	Administra.	15	20	33	40	7	53	33	13
	Head Couns.	19	37	16	47	0	53	47	0
	In-School Coun.	59	15	22	54	9	48	37	15
	Career Couns.	9	11	44	44	0	56	33	11
	Sec. Dist. Coun.	9	11	11	33	44	33	22	44

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GUIDANCE AND COUNSELING SURVEY
RESULTS

Form B

Question	Category	N	PERCENTS					
			Strongly Positive Impact	Slightly Positive Impact	No Impact	Slightly Negative Impact	Strong Negative Impact	No Response
1. Physical Facilities	Administra.	19	42	11	5	32	11	0
	Head Couns.	21	14	19	5	43	19	0
	In-School Coun.	59	15	20	3	41	19	2
	Career Couns.	8	50	0	0	0	38	13
	Sec. Dist. Coun.	4	25	25	0	25	25	0
2. Guidance Budget	Administra.	19	11	47	5	16	21	0
	Head Couns.	21	14	14	19	19	33	0
	In-School Coun.	59	12	24	19	19	24	3
	Career Couns.	8	25	13	13	13	38	0
	Sec. Dist. Coun.	4	25	0	0	25	50	0
3. Equipment/ Materials	Administra.	19	21	42	16	21	0	0
	Head Couns.	21	29	24	0	24	24	0
	In-School Coun.	59	14	31	20	25	7	3
	Career Couns.	8	25	13	13	25	13	13
	Sec. Dist. Coun.	4	25	75	0	0	0	0
4. Clerical Assistance	Administra.	19	32	32	21	16	0	0
	Head Couns.	21	14	38	0	38	10	0
	In-School Coun.	59	32	29	0	22	15	2
	Career Couns.	8	38	13	13	0	38	0
	Sec. Dist. Coun.	4	25	50	0	25	0	0
5. Holding Power for Qualified Staff	Administra.	19	47	16	16	16	5	0
	Head Couns.	21	29	19	5	24	24	0
	In-School Coun.	59	24	29	9	29	7	3
	Career Couns.	8	25	13	38	13	0	13
	Sec. Dist. Coun.	4	50	25	0	25	0	0
6. Clarity of School's Goals and Policies	Administra.	19	74	26	0	0	0	0
	Head Couns.	21	33	43	19	0	5	0
	In-School Coun.	59	36	34	10	14	3	3
	Career Couns.	8	25	50	0	25	0	0
	Sec. Dist. Coun.	4	25	75	0	0	0	0

Table continued

Table continued

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form B

Question	Category	N	PERCENTS					
			Strongly Positive Impact	Slightly Positive Impact	No Impact	Slightly Negative Impact	Strong Negative Impact	No Response
7. Size of Guidance Staff	Administra.	19	32	16	5	32	16	0
	Head Couns.	21	24	10	0	29	38	0
	In-School Coun.	59	17	27	2	22	31	2
	Career Couns.	8	25	13	13	37	13	0
	Sec. Dist. Coun.	4	25	00	0	25	50	0
8. Clarity of Guidance Staff Roles	Administra.	19	53	42	5	0	0	0
	Head Couns.	21	29	43	10	14	0	5
	In-School Coun.	59	41	37	3	7	9	3
	Career Couns.	8	38	38	13	13	0	0
	Sec. Dist. Coun.	4	75	0	0	25	0	0
9. Faculty Concurrence with Guidance Goals and Policies	Administra.	19	42	32	11	16	0	0
	Head Couns.	21	19	48	5	14	14	0
	In-School Coun.	59	12	48	9	29	0	3
	Career Couns.	8	25	13	25	38	0	0
	Sec. Dist. Coun.	4	50	25	25	0	0	0
10. Support from Administration	Administra.	19	84	16	0	0	0	0
	Head Couns.	21	62	19	5	10	5	0
	In-School Coun.	59	44	41	2	10	3	0
	Career Couns.	8	50	38	0	13	0	0
	Sec. Dist. Coun.	4	50	25	25	0	0	0
11. Support from Faculty	Administra.	19	16	63	5	16	0	0
	Head Couns.	21	24	24	19	29	0	5
	In-School Coun.	59	19	49	14	15	0	3
	Career Couns.	8	25	38	13	25	0	0
	Sec. Dist. Coun.	4	50	25	25	0	0	0
12. Response/ Cooperation from Students	Administra.	19	26	58	16	0	0	0
	Head Couns.	21	33	57	10	0	0	0
	In-School Coun.	59	22	49	17	9	2	2
	Career Couns.	8	38	50	13	0	0	0
	Sec. Dist. Coun.	4	25	75	0	0	0	0

Table continued

Table continued

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form B

Question	Category	N	PERCENTS					
			Strongly Positive Impact	Slightly Positive Impact	No Impact	Slightly Negative Impact	Strong Negative Impact	No Response
13. Staff Development/Training	Administra.	19	16	53	21	11	0	0
	Head Couns.	21	10	52	10	29	0	0
	In-School Coun.	59	7	41	25	17	10	0
	Career Couns.	8	13	25	38	13	13	0
	Sec. Dist. Coun.	4	50	0	25	0	25	0
14. Evaluation Data	Administra.	19	21	42	21	16	0	0
	Head Couns.	21	10	52	19	10	10	0
	In-School Coun.	59	7	37	31	15	5	5
	Career Couns.	8	13	38	50	0	0	0
	Sec. Dist. Coun.	4	50	0	25	0	25	0
15. Professional Competency of Guidance Staff	Administra.	19	74	21	0	5	0	0
	Head Couns.	21	71	19	0	10	0	0
	In-School Coun.	59	58	34	2	5	2	0
	Career Couns.	8	75	13	13	0	0	0
	Sec. Dist. Coun.	4	75	0	0	25	0	0
16. Guidance Staff Cohesiveness, Cooperation, and Communication	Administra.	19	68	21	5	5	0	0
	Head Couns.	21	71	29	0	0	0	0
	In-School Coun.	59	56	29	2	9	3	2
	Career Couns.	8	63	25	13	0	0	0
	Sec. Dist. Coun.	4	50	25	25	0	0	0
17. Parental-Community Support and Interest	Administra.	19	26	63	11	0	0	0
	Head Couns.	21	33	48	10	10	0	0
	In-School Coun.	59	24	46	19	3	3	5
	Career Couns.	8	38	50	13	0	0	0
	Sec. Dist. Coun.	4	25	0	0	75	0	0
18. District-level Coordination and Leadership	Administra.	19	11	47	21	21	0	0
	Head Couns.	21	19	38	5	29	10	0
	In-School Coun.	59	7	29	19	27	14	5
	Career Couns.	8	0	63	25	13	0	0
	Sec. Dist. Coun.	4	0	25	25	25	25	0

Table continued

Table continued

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form B

Question	Category	N	PERCENTS					
			Strongly Positive Impact	Slightly Positive Impact	No Impact	Slightly Negative Impact	Strong Negative Impact	No Response
19. Equity in Student Placement	Administra.	19	47	37	16	0	0	0
	Head Couns.	21	43	33	10	5	10	0
	In-School Coun.	59	34	49	7	3	3	3
	Career Couns.	8	50	25	13	0	0	13
	Sec. Dist. Coun.	4	25	25	25	25	0	0
20. Promotion/ Retention Policy	Administra.	19	58	16	0	26	0	0
	Head Couns.	21	38	43	0	10	10	0
	In-School Coun.	59	39	42	3	10	3	2
	Career Couns.	8	0	63	25	0	0	13
	Sec. Dist. Coun.	4	0	50	25	0	25	0
21. District stated goals for K-12 Comprehensive Guidance Program	Administra.	19	53	21	16	11	0	0
	Head Couns.	21	29	43	19	10	0	0
	In-School Coun.	59	29	32	24	9	0	7
	Career Couns.	8	0	50	38	0	0	13
	Sec. Dist. Coun.	4	0	75	25	0	0	0
22. Planning objectives and activities for the site guidance plan	Administra.	19	37	42	16	5	0	0
	Head Couns.	21	24	57	14	5	0	0
	In-School Coun.	59	24	39	22	10	0	5
	Career Couns.	8	25	63	13	0	0	0
	Sec. Dist. Coun.	4	50	0	50	0	0	0
23. Carrying out OCR requirements for balancing classes	Administra.	19	21	26	16	32	0	5
	Head Couns.	21	10	19	14	43	14	0
	In-School Coun.	59	15	25	12	31	12	5
	Career Couns.	8	13	25	50	0	13	0
	Sec. Dist. Coun.	4	25	25	25	25	0	0
24. Carrying out the provisions of Title 9	Administra.	19	16	37	21	21	0	5
	Head Couns.	21	10	24	24	33	10	0
	In-School Coun.	59	10	25	25	22	12	5
	Career Couns.	8	0	63	25	13	0	0
	Sec. Dist. Coun.	4	0	50	50	0	0	0

Table continued

Table continued

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form B

Question	Category	N	PERCENTS					
			Strongly Positive Impact	Slightly Positive Impact	No Impact	Slightly Negative Impact	Strong Negative Impact	No Response
25. Carrying out the requirements for administering and explaining the results of the Career Planning Program (CPP) at grade 8	Administra.	19	47	37	5	5	0	5
	Head Couns.	21	24	38	24	5	5	5
	In-School Coun.	59	41	15	24	7	3	10
	Career Couns.	8	13	50	38	0	0	0
	Sec. Dist. Coun.	4	0	50	50	0	0	0
26. Carrying out the requirements for completing the 4-Year Plan	Administra.	19	74	11	11	0	0	5
	Head Couns.	21	38	19	29	10	0	5
	In-School Coun.	59	34	19	25	5	2	15
	Career Couns.	8	13	38	38	0	13	0
	Sec. Dist. Coun.	4	0	50	50	0	0	0
27. Carrying out the requirements for completing the 10th grade academic review	Administra.	19	26	5	21	0	0	47
	Head Couns.	21	43	14	5	5	5	29
	In-School Coun.	59	17	31	5	14	3	31
	Career Couns.	8	13	50	25	0	0	13
	Sec. Dist. Coun.	4	25	50	25	0	0	0
28. Carrying out the requirements for IEP's for special education students	Administra.	19	26	42	5	21	0	5
	Head Couns.	21	14	43	19	19	5	0
	In-School Coun.	59	32	31	20	12	0	5
	Career Couns.	8	13	25	38	0	0	25
	Sec. Dist. Coun.	4	0	75	25	0	0	0
29. GATE identification practices and activities	Administra.	19	42	53	5	0	0	0
	Head Couns.	21	14	57	14	10	5	0
	In-School Coun.	59	24	32	25	7	0	12
	Career Couns.	8	0	50	25	0	0	25
	Sec. Dist. Coun.	4	0	25	75	0	0	0

Table continued

Table continued

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form B

Question	Category	N	PERCENTS					
			Strongly Positive Impact	Slightly Positive Impact	No Impact	Slightly Negative Impact	Strong Negative Impact	No Response
30. Activities for complying with bilingual guidelines	Administra.	19	16	63	16	5	0	0
	Head Couns.	21	14	43	29	10	5	0
	In-School Coun.	59	14	39	25	9	5	9
	Career Couns.	8	0	25	38	13	0	25
	Sec. Dist. Coun.	4	0	25	75	0	0	0
31. Program/project identification of participants	Administra.	19	11	79	11	0	0	0
	Head Couns.	21	29	43	24	0	0	5
	In-School Coun.	59	15	46	22	3	0	14
	Career Couns.	8	38	25	25	0	0	13
	Sec. Dist. Coun.	4	25	0	75	0	0	0
32. Administering/ supervising district testing programs	Administra.	19	42	32	11	16	0	0
	Head Couns.	21	38	19	19	24	0	0
	In-School Coun.	59	17	22	29	25	3	3
	Career Couns.	8	25	25	38	0	0	13
	Sec. Dist. Coun.	4	25	0	75	0	0	0
33. Administering/ supervising state testing programs	Administra.	19	42	37	5	16	0	0
	Head Couns.	21	33	24	14	29	0	0
	In-School Coun.	59	15	27	27	24	3	3
	Career Couns.	8	25	13	50	0	0	13
	Sec. Dist. Coun.	4	25	0	75	0	0	0
34. Daily supervision	Administra.	19	26	42	21	11	0	0
	Head Couns.	21	5	10	19	24	43	0
	In-School Coun.	59	24	20	24	17	15	0
	Career Couns.	8	0	13	50	25	13	0
	Sec. Dist. Coun.	4	0	25	75	0	0	0
35. Supervision, Special Occasions	Administra.	19	26	26	42	5	0	0
	Head Couns.	21	19	19	33	19	10	0
	In-School Coun.	59	22	42	27	5	3	0
	Career Couns.	8	0	13	75	0	0	13
	Sec. Dist. Coun.	4	0	0	100	0	0	0

Table continued

Table continued

GUIDANCE AND COUNSELING SURVEY
RESULTS

Form B

Question	Category	N	PERCENTS					
			Strongly Positive Impact	Slightly Positive Impact	No Impact	Slightly Negative Impact	Strong Negative Impact	No Response
36. Classroom Discipline	Administra.	19	21	11	0	0	4	0
	Head Couns.	21	5	24	10	29	33	0
	In-School Coun.	59	10	27	9	36	17	2
	Career Couns.	8	13	25	25	25	13	0
	Sec. Dist. Coun.	4	25	25	25	25	0	0
37. Other Discipline	Administra.	19	11	32	32	26	0	0
	Head Couns.	21	0	10	38	29	24	0
	In-School Coun.	59	7	17	27	32	14	3
	Career Couns.	8	0	0	50	50	0	0
	Sec. Dist. Coun.	4	0	0	75	25	0	0
38. Required Paperwork	Administra.	19	11	21	16	42	11	0
	Head Couns.	21	0	10	0	29	62	0
	In-School Coun.	59	3	12	10	31	44	0
	Career Couns.	8	0	13	0	50	38	0
	Sec. Dist. Coun.	4	0	0	0	25	75	0
39. Paperwork that is not Guidance related	Administra.	19	0	11	21	58	11	0
	Head Couns.	21	0	0	10	24	67	0
	In-School Coun.	59	2	7	15	29	44	3
	Career Couns.	8	0	0	25	38	38	0
	Sec. Dist. Coun.	4	0	0	0	50	50	0

BRD:bgm
01/28/87
cgadmres9-16

APPENDIX H
SECONDARY COUNSELOR LOG OF DAILY ACTIVITIES,
DIRECTIONS, AND CALENDAR FORMS, RESULTS OF LOGS

SAN DIEGO CITY SCHOOLS

PLANNING, RESEARCH, & EVALUATION DIVISION
EDUCATION CENTER
4100 Normal St. San Diego, CA 92103
(619) 293-8500

DATE: April 20, 1987

TO: Counselors Keeping Logs

FROM: Davis, B. BRD

SUBJECT: MAY LOG KEEPING

Attached you will find materials needed for keeping a log of your activities during the spring semester. Attached also is one timecard which you must complete. Please supply your name, your social security number, your site, and your signature. We will complete the rest of the card and insure that you are paid $100 for this service. Return the timecards at once so that processing may begin.

Keep the log for 20 working days. Start when you wish, but try to complete the logs by the end of the first week in June.

Enc.

BRD:bgm

PLANNING, RESEARCH AND EVALUATION DIVISION
EVALUATION DEPARTMENT

DIRECTIONS FOR KEEPING LOG
COUNSELOR ACTIVITIES
Phone: 293-8502

1. Begin keeping the log as you begin the day's counseling activities. That may be paperwork in preparation for the day. It may be reviewing a student's records in preparation for a conference.

2. Enter the number which most clearly and conveniently describes the counseling or other activity you are carrying out. Once a number is entered, show the duration of that activity by drawing a line downward to cover the time engaged in that activity.

3. Write clarifying notes if necessary, but try to keep these at a minimum. They will be examined, however, and may be important to the study. Primarily, we will depend on the numbers and lines to compute times.

4. Familiarize yourself with the activities and the numbers to facilitate completing the log. Feel free to utilize the category "13. Other" for activities which do not readily fit a category.

5. Do not spend a lot of time pondering categories; generally, your selection will be close enough.

6. Generally, try to keep the log as you go through the day. Where necessary, however, feel free and comfortable to go back over parts of your day and construct the log from memory, from appointment notations, and through looking at work done. Don't make keeping the log a burden.

7. Do not put your name on the log. The only identification we want in the evaluation is junior high vs. high school. Therefore, please put "jh" or "sh" in the upper righthand corner of the log.

8. You will be observed for at least part of one day. Do not change your day's plans or activities because of this. Only by carrying out your normal job processes particular to your assignment and your site can you help us understand what counselors do. Try to provide the observer with a station near your office where he/she can observe without being intrusive. You may need to inform the observer of what you are doing from time to time. They will be keeping a log just like yours. Your name will not be associated with your log nor the observation of your activities. Once completed, they become anonymous.

9. On one time card, complete the top line and give your signature. The Evaluation Department will complete the remainder.

10. If you have questions call Bruce Davis at 293-8502.

MOST FREQUENT COUNSELOR ACTIVITIES

1) Articulation materials development
2) Articulation planning
3) Break
4) Completing reports
5) Conferring with other counselors or administrators informally/phoning
6) Counselor inservices/reading/preparing
7) Doing class/group presentations
8) Guidance council/faculty meetings
9) Filing/inconsequential paper work/writing passes
10) Group counseling
11) Lunch
12) Meetings (other than guidance)
13) Other (specify, if appropriate)
14) Parent conference: telephone or other
15) Planning class/group presentations
16) Program changes
17) Programming new students
18) Reviewing/monitoring student progress: credits, classes, graduation; organizing and preparing for conferences or 4-Year Planning
19) Reviewing/phoning/conferring with others on students: personal/social/academic
20) Student conference: parent requested
21) Student/parent conference
22) Student or teacher conference: disciplinary referral; discipline
23) Student or teacher conference: other referral
24) Student or counselor requested conference: academic/4-Year Plan/10th Grade Academic Review
25) Student or counselor requested conference: career
26) Student or counselor requested conference: college entrance
27) Student or counselor requested conference: college finance
28) Student or counselor requested conference: personal/social
29) Supervision: lunch/AM-PM duty/detention
30) Supervision: student activities/dances/parties/clubs
31) Teacher conference
32) Waiting: for counselee to appear
33) Waiting: for parents to appear
34) Writing passes

BRD:bgm
04/09/87

Monday	Tuesday	Wednesday	Thursday	Friday
DATE:	DATE:	DATE:	DATE:	DATE:
7:00	7:00	7:00	7:00	7:00
:15	:15	:15	:15	:15
:30	:30	:30	:30	:30
:45	:45	:45	:45	:45
8:00	8:00	8:00	8:00	8:00
:15	:15	:15	:15	:15
:30	:30	:30	:30	:30
:45	:45	:45	:45	:45
9:00	9:00	9:00	9:00	9:00
:15	:15	:15	:15	:15
:30	:30	:30	:30	:30
:45	:45	:45	:45	:45
10:00	10:00	10:00	10:00	10:00
:15	:15	:15	:15	:15
:30	:30	:30	:30	:30
:45	:45	:45	:45	:45
11:00	11:00	11:00	11:00	11:00
:15	:15	:15	:15	:15
:30	:30	:30	:30	:30
:45	:45	:45	:45	:45
12:00	12:00	12:00	12:00	12:00
:15	:15	:15	:15	:15
:30	:30	:30	:30	:30
:45	:45	:45	:45	:45
1:00	1:00	1:00	1:00	1:00
:15	:15	:15	:15	:15
:30	:30	:30	:30	:30
:45	:45	:45	:45	:45
2:00	2:00	2:00	2:00	2:00
:15	:15	:15	:15	:15
:30	:30	:30	:30	:30
:45	:45	:45	:45	:45
3:00	3:00	3:00	3:00	3:00
:15	:15	:15	:15	:15
:30	:30	:30	:30	:30
:45	:45	:45	:45	:45
4:00	4:00	4:00	4:00	4:00
:15	:15	:15	:15	:15
:30	:30	:30	:30	:30
:45 201	:45	:45	:45	:45 205
5:00	5:00	5:00	5:00	5:00

LOG ACTIVITIES BY RANK ORDER
JUNIOR HIGH

Activity Number	Activities: Rank Order for Junior High	Group Total Hours
13	Other	105.50
14	Parent telephone conference	49.75
22	Student/teacher conference: disciplinary	49.50
29	Supervision: lunch	44.25
9	Filing/inconsequential paperwork	40.25
28	Student/counselor requested conference	39.50
18	Reviewing/monitoring student progress	34.25
19	Review/conferring with others on students	32.75
34		29.75
32	Waiting: for counselee to appear	27.00
12	Meetings (other than guidance)	25.50
21	Student/parent conference	24.50
31	Teacher conference	24.25
17	Programming new students	17.25
8	Guidance council/faculty meetings	17.00
4	Completing reports	16.00
16	Program changes	16.00
7	Doing class/group presentations	10.25
30	Supervision: student activity	9.00
24	Student/counselor requested conference: academic	8.75
5	Conferring with other counselors informally	5.75
23	Student/teacher conference: other referral	5.75
20	Student conference: parent requested	3.00
6	Counselor inservice	1.25
15	Planning class/group presentations	0.50
33	Waiting: for parents to appear	0.50
1	Articulation materials development	0.25

LOG ACTIVITIES BY RANK ORDER
SENIOR HIGH

Activity Number	Activities: Rank Order for Junior High	Group Total Hours
16	Program changes	58.75
18	Reviewing/monitoring student progress	54.00
21	Student/parent conference	41.00
14	Parent telephone conference	38.75
22	Student/teacher conference: disciplinary	35.25
24	Student/counselor requested conference: academic	33.75
31	Teacher conference	32.00
9	Filing/inconsequential paperwork	30.25
13	Other	28.50
12	Meetings (other than guidance)	25.50
28	Student/counselor requested conference	22.50
29	Supervision: lunch	20.50
26	Student/counselor requested conference college entrance	19.75
7	Doing class/group presentations	18.75
19	Review/conferring with others on students: personal/social	18.50
8	Guidance council/faculty meetings	17.50
5	Conferring with other counselors informally	15.50
4	Completing reports	15.00
20	Student conference: parent requested	12.75
15	Planning class/group presentations	11.75
25	Student/counselor requested conference career	10.50
17	Programming new students	9.25
30	Supervision: student activity	9.50
23	Student/teacher conference: other referral	5.25
1	Articulation materials development	4.00
27	Student/counselor requested conference college finance	3.50
32	Waiting: for counselee to appear	3.50
6	Counselor inservice	2.75
33	Waiting: for parents to appear	1.75

APPENDIX I
SECONDARY LEVEL DISTRICT COUNSELOR QUESTIONNAIRE

SAN DIEGO CITY SCHOOLS

PLANNING, RESEARCH, & EVALUATION DIVISION
EDUCATION CENTER
4100 Normal St, San Diego, CA 92103
(619) 293-8500

DATE: April 20, 1987

TO: All Secondary District Counselors

FROM: Davis, B.

SUBJECT: SURVEY OF SECONDARY DISTRICT COUNSELORS

You are being asked to participate in a survey as part of the overall K-12 Guidance and Counseling Evaluation. This particular survey was developed specifically for secondary district counselors. The purpose of the survey is to ask for your perceptions on a range of issues facing district counselors today.

There are eighteen questions on the survey. It is estimated that completion of the survey will take approximately one hour, for which you will be paid one hour of curriculum development time. As the total number of secondary district counselors in the district is small, your answers are very important to the study.

The identification portion of the survey correlates with items asked of elementary district counselors. The Guidance Department will have a complete picture of the background of all their district counselors.

The questions on the survey are correlated with an interview instrument which was used with secondary administrators, head counselors, and inschool counselors.

Mark your responses on the survey itself. Your answers will be held confidential. You are not being asked to identify either yourself or your site on the survey. The timecards will be separated from the surveys upon their return to us.

Please fill out the enclosed "Additional Assignment Authorization" card, including your name, social security number, site, and signature. Return it and the completed survey by April 27, 1987 in the enclosed envelope to:

Dr. Bruce Davis
Room 3150
Education Center

In order to receive payment, both the timecard and the survey must be returned <u>together</u>. Thank you very much for your assistance in this study.

BRD:bgm
dcsurv1

SAN DIEGO UNIFIED SCHOOL DISTRICT
Planning, Research, and Evaluation Division
Evaluation Department

SECONDARY GUIDANCE EVALUATION SURVEY
District Counselor Opinion Survey

Number of years as a district counselor _____

Number of years at current site(s) _____

Have you ever worked as a credentialed teacher? _____

Have you ever worked as a licensed social worker? _____

Educational Background: _____ M.A.

_____ M.A. in Counseling

_____ P.P.S. Credential

_____ MFCC License

_____ MSW Degree

Directions: Please answer each question directly on this form in the space provided.

1. Describe your workload: number of schools, number of cases handled per week, etc.

2. How does your time allotment at a site impact your ability to do your work?

3. Describe the documentation and/or records kept of the work you do (location, forms, amount of time it takes to keep them).

4. What would be tops on your list for staff development for yourself or for district counselors in general?

5. What are your personal reactions to proposed changes regarding district counselors at secondary schools?

6. What paraprofessional assistance do you have? What is needed to give you additional help in your work?

7. What is the district counselor's perception of the employment situation and the quality of life for district counselors in the City Schools? For in-school counselors?

8. What is the frequency of contact with the counseling office supervisory staff? What level of supervision do they provide?

9. Secondary in-school counselors receive their supervision from the site administrator. What are the considerations which make it appropriate for district counselors to be supervised from the central office at Riley?

10. What impact does paperwork have on your ability to do your job? What might be done to ease that load?

11. What is the appropriate role of the district counselor in discipline at the secondary level?

12. To what extent are the other counselors at your site(s) familiar with your work at the site(s)?

Very Unfamiliar				Very Familiar
1	2	3	4	5

13. Do the other site counselors feel free to ask you for assistance?

Not at All Free				Very Free
1	2	3	4	5

14. Do you feel free to ask the other site counselors for assistance?

Not at All Free				Very Free
1	2	3	4	5

15. Do you feel that you contribute to the total guidance program at your site(s)?

Very Little				A Great Deal
1	2	3	4	5

16. What counseling functions do you perform that are unique to your role as district counselor?

17. Which unique functions are best done by you as opposed to site counselors, and why are they best done by you (expertise, travel, freedom from site-bound constraints, knowledge, relationships, etc.)

18. Which of your counseling functions could be done by others (or other counselors)?

LJC:BRD:bgm
04/10/87

dcsurv2-5

APPENDIX J
FREQUENCY RESPONSE BY NUMBER AND PERCENT BY GROUPS
FOR ALL STAFF SURVEY ITEMS

COUNSELING AND GUIDANCE EVALUATION
STAFF SURVEY

Demographics

	CAREER AND ACADEMIC DOMAINS → N	%	PERSONAL/SOCIAL DOMAIN → N	%
GRADE				
Grade 7-8	200	31.3%	256	37.2%
Grade 9-10	257	40.3%	244	35.4%
Grade 11-12	181	28.4%	189	27.4%
TOTAL	638		689	
ETHNICITY				
Hispanic	31	4.8%	38	5.5%
White	521	81.7%	573	83.2%
Black	41	6.4%	34	4.9%
Asian	10	1.5%	10	1.4%
American Indian/Alaskan Native	12	2.0%	9	1.2%
Pacific Islander	4	.7%	1	.1%
Portuguese	2	.3%	5	.8%
Filipino	6	1.0%	3	.4%
Indochinese	1	.1%	2	.3%
Other	10	1.5%	14	2.1%
GENDER				
Male	329	51.5%	345	50.1%
Female	309	48.5%	344	49.9%

	GRADE	N	MEAN
ACADEMIC DOMAIN			
Does the counseling students receive make them aware of the many courses offered at their grade level at your school?	7-8	192	3.78
	9-10	245	3.58
	11-12	173	3.53
Overall, do you think the counseling process directs students into classes which meet their future educational needs?	7-8	190	3.56
	9-10	249	3.26
	11-12	178	3.08
Overall, do counselors place students in classes which match their levels of preparation and aptitude?	7-8	189	3.54
	9-10	251	3.11
	11-12	176	3.10
Does the counseling program ensure that students' classes meet their needs for graduation/promotion?	7-8	191	4.22
	9-10	252	4.13
	11-12	176	4.11
Overall, do you think that the educational plans of the students are well designed to meet their needs?	7-8	190	3.57
	9-10	248	3.30
	11-12	176	3.16

	GRADE	N	YES	NO	NOT KNOWN
ACADEMIC DOMAIN					
Is academic counseling help easily available to students at your school?	7-8	176	77.8%	13.1%	9.1%
	9-10	244	77.9%	11.1%	11.1%
	11-12	170	76.5%	14.1%	9.4%
Do counselors help parents and students set up long-range educational plans at your school?	7-8	181	73.5%	6.1%	20.4%
	9-10	243	57.6%	8.6%	33.7%
	11-12	172	51.7%	12.8%	35.5%
Do counselors encourage students to take the most challenging courses for their abilities?	7-8	179	59.2%	11.7%	29.1%
	9-10	246	51.2%	14.6%	34.1%
	11-12	172	41.9%	24.4%	33.7%
Do counselors adequately inform parents and students about special district programs and assistance available to them in the school and district?	7-8	177	52.0%	6.8%	41.2%
	9-10	243	53.9%	9.9%	36.2%
	11-12	171	49.1%	14.0%	36.8%
Does the counseling department assure that tests necessary for program placement are given and analyzed promptly?	7-8	175	52.6%	13.1%	34.3%
	9-10	244	46.3%	10.7%	43.0%
	11-12	165	49.7%	14.5%	35.8%
Junior High/Middle School Only					
Do counselors adequately assist students in making the transition from elementary school to this school?	7-8	181	67.4%	14.9%	17.7%
	9-10	72	48.6%	16.7%	34.7%
Senior High Staff Only					
Do the counselors conduct an adequate review of students' academic plans and progress as they move from grade to grade?	9-10	201	52.7%	11.9%	35.3%
	11-12	168	51.8%	21.4%	26.8%
Do the counselors adequately assist students in planning for college entrance?	9-10	202	69.3%	9.4%	21.3%
	11-12	170	67.6%	12.9%	19.4%
Do counselors adequately inform students of tests necessary for college entrance?	9-10	227	73.6%	6.6%	19.8%
	11-12	170	78.8%	5.3%	15.9%
Do the counselors adequately assist students in seeking financial aid for further education after high school?	9-10	226	60.2%	7.5%	32.3%
	11-12	163	65.0%	9.8%	25.2%

COUNSELING AND GUIDANCE EVALUATION
STAFF SURVEY

Mean Response

	GRADE	N	MEAN
CAREER DOMAIN			
Do your counselors help students know and feel confident of their strengths and abilities?	7-8	187	3.35
	9-10	242	3.23
	11-12	174	3.13
Do you think that your counselors successfully help students know and feel confident of their career interests?	7-8	180	3.15
	9-10	240	3.13
	11-12	173	2.99
Are your counselors effective in assisting students in matching their career interests with their career/educational abilities?	7-8	174	3.03
	9-10	225	3.13
	11-12	173	2.94
How effectively does counseling in your school help students see how present attitudes, habits, and outlooks effect success in a chosen field?	7-8	183	3.20
	9-10	231	3.07
	11-12	171	2.87
How effectively does counseling in your school enable students to understand career planning?	7-8	177	3.20
	9-10	233	3.25
	11-12	175	3.02
Are counselors effective in assisting you in relating your field of instruction to careers and career choice?	7-8	167	2.59
	9-10	232	2.63
	11-12	169	2.44

COUNSELING AND GUIDANCE EVALUATION
STAFF SURVEY

	GRADE	N	YES	NO	NOT KNOWN
CAREER DOMAIN					
Overall, is adequate career counseling available to most students at your school?	7-8	178	49.4%	25.3%	25.3%
	9-10	247	70.0%	13.4%	16.6%
	11-12	173	63.6%	25.4%	11.0%
Have most students discussed their abilities and interests with a counselor or career technician?	7-8	179	32.4%	22.9%	44.7%
	9-10	242	27.3%	15.3%	57.4%
	11-12	171	32.2%	24.6%	43.3%
Have most students identified a tentative career or career cluster?	7-8	185	29.7%	25.4%	44.9%
	9-10	242	26.0%	25.6%	48.3%
	11-12	170	22.4%	28.8%	48.8%
Have most students designed an educational plan that leads towards the students' career goals?	7-8	180	36.1%	19.4%	44.4%
	9-10	245	31.4%	23.7%	44.9%
	11-12	172	24.4%	33.7%	41.9%
Do counselors provide career counseling that is free of bias with respect to race, gender, or economic status?	7-8	178	61.8%	2.8%	35.4%
	9-10	242	62.4%	5.0%	32.6%
	11-12	173	67.1%	6.4%	26.6%
Are students at your school encouraged to consider occupational fields regardless of their gender, race, or economic status?	7-8	176	63.6%	4.0%	32.4%
	9-10	245	68.6%	3.3%	28.2%
	11-12	173	63.0%	9.8%	27.2%
Does your school's career center provide adequate occupational and vocational information?	7-8	178	26.4%	24.7%	48.9%
	9-10	247	76.1%	6.1%	17.8%
	11-12	171	74.9%	11.7%	13.5%
Do counselors supply students with up-to-date information on career trends, career requirements and job opportunities?	7-8	176	22.2%	23.9%	54.0%
	9-10	246	50.8%	15.4%	33.7%
	11-12	175	45.1%	24.0%	30.9%
Does the counseling department provide students with activities and experiences which help them understand careers?	7-8	181	27.6%	29.8%	42.5%
	9-10	248	51.2%	17.7%	31.0%
	11-12	172	37.8%	29.1%	33.1%

	GRADE	N	MEAN
PERSONAL/SOCIAL DOMAIN			
How effective are counselors in helping students whose personal problems interfere with or affect their behavior at school?	7-8	245	3.01
	9-10	231	2.96
	11-12	181	2.84
How effective are counselors in helping students whose personal problems interfere with school work?	7-8	246	2.93
	9-10	232	2.94
	11-12	180	2.76
Do counselors provide adequate assistance to students in assessing their personal strengths and weaknesses?	7-8	239	2.83
	9-10	219	2.87
	11-12	176	2.73
Does the counseling program promote respect for all students at your school?	7-8	246	3.74
	9-10	226	3.72
	11-12	179	3.59
Does the counseling program promote equal counseling support treatment for all races at your school?	7-8	245	4.11
	9-10	230	4.20
	11-12	181	4.11
Does the counseling program promote equal counseling support treatment for students of both genders at your school?	7-8	244	4.07
	9-10	230	4.29
	11-12	180	4.17
Does the counseling program promote equal counseling support treatment for all students regardless of economic status?	7-8	249	4.05
	9-10	225	4.19
	11-12	181	4.06
Does your counseling program enable students to learn how to get along better with other people?	7-8	248	3.21
	9-10	218	3.15
	11-12	183	3.08
Does the counseling program enable students to be responsible for their own decisions?	7-8	247	3.15
	9-10	220	3.29
	11-12	182	3.11

	GRADE	N	MEAN
Does the counseling program adequately inform parents of their children's social and educational progress at school?	7-8	247	3.45
	9-10	219	3.39
	11-12	179	3.34
Are the counselors adequately informaed of student achievement?	7-8	249	3.59
	9-10	226	3.70
	11-12	182	3.59
Do students feel that counselors really care about student progress and achievement?	7-8	239	3.26
	9-10	224	3.31
	11-12	171	3.05

	GRADE	N	YES	NO	NOT KNOWN
PERSONAL/SOCIAL DOMAIN					
Is adequate personal counseling available to students at your school?	7-8	252	40.5%	41.3%	18.3%
	9-10	234	42.3%	37.6%	20.1%
	11-12	184	37.5%	47.3%	15.2%
Do counselors help students who are having problems that interfere with school work?	7-8	249	60.2%	18.9%	20.9%
	9-10	233	58.8%	16.3%	24.9%
	11-12	184	56.5%	23.9%	19.6%
Do counselors help students learn how to get along better with other people?	7-8	250	58.4%	18.0%	23.6%
	9-10	234	45.3%	24.4%	30.3%
	11-12	182	44.5%	29.1%	26.4%
Do counselors help students increase their confidence in themselves?	7-8	234	46.2%	17.1%	36.8%
	9-10	230	38.7%	16.1%	45.2%
	11-12	178	39.3%	24.2%	36.5%
Do counselors help students communicate better with others (parents, teachers, etc.)?	7-8	239	46.4%	20.9%	32.6%
	9-10	229	46.3%	21.0%	32.8%
	11-12	179	38.5%	31.8%	29.6%
Do counselors provide students with information on drug and alcohol abuse?	7-8	243	42.8%	16.5%	40.7%
	9-10	234	51.3%	12.8%	35.9%
	11-12	180	52.2%	17.8%	30.0%
Do counselors provide adequate direction to students on where to find community agencies which might help them with personal and family problems?	7-8	232	50.4%	6.0%	43.5%
	9-10	233	55.4%	7.3%	37.3%
	11-12	180	58.9%	10.0%	31.1%
Do counselors assist in informing parents of student progress at school?	7-8	246	80.1%	7.3%	12.6%
	9-10	232	83.2%	9.1%	7.8%
	11-12	178	80.9%	11.8%	7.3%

	GRADE	N	PARENT/ FAMILY MEMBER	COUNS. DEPT. STAFF	OTHER SCHOOL ADULT	ANOTHER STUDENT	DON'T KNOW
When a student has a personal problem, from whom do they usually seek help?	7-8	247	18.6%	10.1%	13.8%	36.8%	20.6%
	9-10	234	7.3%	7.3%	15.8%	47.9%	21.4%
	11-12	181	8.3%	5.0%	16.0%	56.4%	14.4%
When a student has a problem or question about career planning, from whom do they usually seek help?	7-8	246	17.9%	46.7%	16.7%	0.0%	18.7%
	9-10	235	8.5%	69.4%	12.3%	2.1%	7.7%
	11-12	181	5.5%	74.0%	13.8%	1.7%	5.0%

	GRADE	N	PARENT/ FAMILY MEMBER	COUNS. DEPT. STAFF	OTHER SCHOOL ADULT	ANOTHER STUDENT	DON'T KNOW
When a student has a problem or question about class schedules or academic programs, from whom do they usually seek help?	7-8	247	4.0%	74.9%	15.8%	2.0%	3.2%
	9-10	236	1.7%	84.3%	10.2%	1.7%	2.1%
	11-12	184	2.2%	84.8%	9.8%	2.2%	1.1%
When students need information on sex education, to whom do they go?	7-8	247	9.3%	20.2%	17.8%	25.9%	26.7%
	9-10	236	4.2%	13.1%	14.0%	41.1%	27.5%
	11-12	182	4.4%	13.2%	17.0%	40.7%	24.7%
If students need help on the subject of drug or alcohol abuse, to whom will they go?	7-8	248	6.0%	28.2%	21.4%	15.7%	28.6%
	9-10	233	4.7%	27.0%	23.2%	22.7%	22.3%
	11-12	181	2.2%	26.5%	24.9%	24.3%	22.1%
If students are concerned about passing classes or being promoted, to whom will they go?	7-8	238	6.7%	48.3%	41.6%	.4%	2.9%
	9-10	221	4.1%	54.8%	38.0%	.9%	2.3%
	11-12	172	2.3%	52.9%	40.1%	1.2%	3.5%

COUNSELING AND GUIDANCE EVALUATION
ELEMENTARY DISTRICT COUNSELOR AND GUIDANCE AIDE SURVEY

Mean Response

	JOB	N	MEAN
To what extent do you enjoy your work in counseling?	DC	57	4.77
	GA	118	4.50
How do you view your opportunities for inservice?	DC	56	4.35
	GA	118	3.93
How do you view the role of the consultation team?	DC	58	4.50
	GA	94	3.98
To what extent are you involved in the work of the consultation team?	DC	58	4.86
	GA	116	1.82
To what extent do the following items affect your counseling time:			
a) Paperwork	DC	58	3.55
	GA	111	2.99
b) District programs (AGP, SARB, Promotion/Retention	DC	58	2.91
	GA	105	1.77
c) Role in promoting Equity	DC	58	3.24
	GA	89	2.35
d) Supervision duties (lunch, bus, recess)	DC	58	1.75
	GA	103	2.29
e) Administrative duties	DC	58	2.79
	GA	104	1.75

	JOB	N	MEAN
To what extent do your referrals received or student contacts reflect the following topics/issues?			
a) Personal adjustment	DC	58	4.77
	GA	115	4.16
b) Social adjustment	DC	58	4.81
	GA	113	4.29
c) Family problems	DC	57	4.33
	GA	115	3.83
d) Health, physical	DC	57	2.58
	GA	113	2.84
e) Academic progress	DC	57	3.81
	GA	112	3.58
f) Drug, alcohol issues	DC	57	2.19
	GA	112	2.27
g) Attendance	DC	57	3.72
	GA	117	3.89
h) At risk, retention	DC	58	3.50
	GA	106	2.70
i) Reporting child abuse	DC	57	3.50
	GA	110	2.70
To what extent is the communication between counseling staff and the rest of the school satisfactory?	DC	57	4.16
	GA	110	4.21
To what extent are you asked to handle disciplinary matters?	DC	56	3.71
	GA	104	3.34
To what extent are you asked to perform duties outside the realm of counseling?	DC	56	1.83
	GA	116	2.29

	JOB	N	MEAN
To what extent are you involved in the planning and/or preparation of the K-6 Site Guidance Plan?	DC	55	4.68
	GA	111	2.18
To what extent do you find the objectives of the K-6 Site Guidance Plan useful in your work?	DC	56	3.91
	GA	106	3.57
To what extent do the following items limit the counseling program at this site?			
a) Physical space	DC	57	2.63
	GA	115	2.60
b) Counselor time	DC	57	3.46
	GA	113	3.15
c) Guidance aide time	DC	57	3.22
	GA	116	3.01
d) Staff cooperation	DC	58	2.01
	GA	114	2.20
e) Clerical assistance	DC	56	2.10
	GA	113	2.01
f) Number of duties	DC	58	3.15
	GA	110	2.79
g) Administrative support	DC	58	1.85
	GA	111	2.02
h) Parent and community support	DC	57	2.02
	GA	110	2.51
i) Counselor:student ratio	DC	57	3.76
	GA	108	2.98
j) Budget restrictions	DC	56	3.55
	GA	107	3.56
k) Equipment, materials	DC	56	2.86
	GA	107	2.72
l) Paperwork	DC	56	3.43
	GA	107	2.93

	JOB	N	MEAN
To what extent is the existing counseling program adequate for this site?	DC	58	3.28
	GA	119	3.82
Counseling Center Only:			
If your site currently has an elementary counseling center in operation, please rate its effectiveness.	DC	54	4.06
	GA	105	4.30
Split Assignment Only			
If you have a split assignment, to what extent do you need time each week to "catch up" at each site?	DC	37	3.69
	GA	25	3.39

	JOB	N	YES	NO
To what extent do you view your guidance services as representative of the following levels?				
a) Developmental	DC	58	95.1%	6.9%
	GA	117	94.0%	6.0%
b) Preventive	DC	58	96.6%	3.4%
	GA	116	95.4%	4.3%
c) Remedial	DC	58	100.0%	0.0%
	GA	114	87.7%	12.3%
To what extent do you view your guidance services as representative of the following domains?				
a) Career	DC	58	65.5%	34.5%
	GA	111	55.9%	44.1%
b) Academic	DC	58	98.3%	1.7%
	GA	106	78.3%	21.7%
c) Personal/Social	DC	58	100.0%	0.0%
	GA	111	95.5%	4.5%

	JOB	N	YES	NO	DON'T KNOW
Which of the following activities currently take place at this site within the counseling program?					
a) Individualized counseling	DC	58	100.0%	0.0%	0.0%
	GA	118	97.0%	3.0%	0.0%
b) Group counseling	DC	58	100.0%	0.0%	0.0%
	GA	118	89.5%	5.2%	5.3%
c) Parent conferences	DC	58	100.0%	0.0%	0.0%
	GA	118	92.2%	2.1%	5.7%
d) Teacher conferences	DC	58	100.0%	0.0%	0.0%
	GA	118	80.9%	3.5%	15.6%
e) Class presentations	DC	57	81.5%	18.5%	0.0%
	GA	117	69.9%	15.0%	15.1%
f) New student orientation	DC	57	42.8%	52.7%	4.5%
	GA	111	42.5%	33.1%	24.4%
g) Problem-solving sessions	DC	58	96.8%	2.1%	1.1%
	GA	117	91.0%	2.2%	7.8%
h) Reward, recognition	DC	58	89.2%	9.7%	1:1%
	GA	117	94.7%	3.7%	1.6%
i) Time-out	DC	58	91.4%	8.6%	0.0%
	GA	117	89.5%	3.7%	6.8%
j) Consultation team	DC	58	97.8%	2.2%	0.0%
	GA	117	92.5%	0.7%	3.8%
In which of the following activities does the guidance aide participate?					
a) Attendance work	DC	58	81.0%	19.0%	0.0%
	GA	119	79.8%	20.2%	0.0%
b) Counseling center	DC	58	89.7%	10.3%	0.0%
	GA	115	82.6%	17.4%	0.0%
c) Individual counseling	DC	57	82.5%	17.5%	0.0%
	GA	115	85.2%	14.8%	0.0%
d) Group counseling	DC	57	87.7%	12.3%	0.0%
	GA	116	77.6%	21.6%	O.8%

	JOB	N	YES	NO	DON'T KNOW
e) Parent conferences	DC	55	50.9%	45.5%	3.6%
	GA	117	60.7%	35.0%	4.3%
f) Teacher conferences	DC	57	68.4%	29.8%	1.8%
	GA	115	57.4%	40.0%	2.6%
g) Class presentations	DC	57	43.9%	56.1%	0.0%
	GA	115	39.1%	57.4%	3.5%
h) New student orientation	DC	57	42.1%	56.1%	1.8%
	GA	115	35.7%	56.5%	7.8%
i) Problem-solving sessions	DC	58	87.9%	12.1%	0.0%
	GA	117	83.8%	15.4%	0.8%
j) Reward groups	DC	58	87.9%	12.1%	0.0%
	GA	116	81.9%	17.2%	0.9%
k) Time-out	DC	58	89.7%	8.6%	1.7%
	GA	114	83.3%	15.8%	0.9%
To whom does the guidance aide report for supervision?					
a) to the principal	DC	44	72.2%	26.3%	1.5%
	GA	108	83.9%	13.7%	2.4%
b) to the counselor	DC	56	93.0%	7.0%	0.0%
	GA	109	95.2%	4.8%	0.0%

COUNSELING AND GUIDANCE EVALUATION
ADMINISTRATOR, NURSE, AND TEACHER SURVEY

Demographics

ELEMENTARY

	N	%
POSITION		
Principal	90	15.4%
Vice-principal or project resource teacher	59	10.1%
Nurse	52	8.9%
Teacher	383	65.5%
TOTAL	583	
ETHNICITY		
Hispanic	64	11.4%
White	429	76.2%
Black	47	8.0%
Asian and other	23	4.1%
GENDER		
Male	109	19.0%
Female	464	81.0%

COUNSELING AND GUIDANCE EVALUATION
ADMINISTRATOR, NURSE, TEACHER SURVEY

Mean Response

	POSITION	N	MEAN
In general, how knowledgeable are you about the guidance and counseling program at this school?	Principal	90	4.89
	VP or PRT	59	4.46
	Nurse	52	4.15
	Teacher	380	3.79
If Question 1 was answered "Little Knowledge"			
Would you be interested in inservice opportunities explaining the counseling program?	Principal	11	2.91
	VP or PRT	10	2.80
	Nurse	14	2.43
	Teacher	127	2.64
In general, how satisfied are you with the counseling program at this site?	Principal	89	4.02
	VP or PRT	59	3.58
	Nurse	49	4.14
	Teacher	379	3.26
Do you have input into the operation of the counseling program at this site?	Principal	89	4.72
	VP or PRT	58	3.77
	Nurse	50	2.92
	Teacher	372	2.74
How do you view the function of the consultation team?	Principal	90	4.50
	VP or PRT	58	4.14
	Nurse	49	4.16
	Teacher	362	3.63
To what extent is the counselor involved in the work of the consultation team?	Principal	90	4.60
	VP or PRT	59	4.32
	Nurse	48	4.54
	Teacher	348	3.92
Counseling Centers Only			
If your site currently has an elementary counseling center in operation, please rate its effectiveness.	Principal	74	4.19
	VP or PRT	54	3.83
	Nurse	35	4.00
	Teacher	299	3.35

	POSITION	N	MEAN
To what extent do your student referrals for counseling services reflect the following topics/issues?			
a) Personal adjustment	Principal	88	4.25
	VP or PRT	53	4.19
	Nurse	45	3.87
	Teacher	349	3.82
b) Social adjustment	Principal	88	4.52
	VP or PRT	53	4.28
	Nurse	45	3.84
	Teacher	351	3.85
c) Family problems	Principal	86	3.58
	VP or PRT	52	3.48
	Nurse	45	3.67
	Teacher	343	3.08
d) Health, physical	Principal	86	2.31
	VP or PRT	52	2.33
	Nurse	45	2.07
	Teacher	341	2.09
e) Academic progress	Principal	88	3.18
	VP or PRT	52	3.04
	Nurse	40	2.90
	Teacher	344	2.79
f) Drug, alcohol issues	Principal	87	1.69
	VP or PRT	52	1.88
	Nurse	40	2.05
	Teacher	324	1.69
g) Attendance	Principal	87	3.46
	VP or PRT	53	3.47
	Nurse	45	3.53
	Teacher	347	2.52
h) At risk, retention	Principal	88	2.74
	VP or PRT	53	2.81
	Nurse	43	2.98
	Teacher	343	2.40
i) Report child abuse	Principal	88	2.78
	VP or PRT	54	3.02
	Nurse	44	3.14
	Teacher	338	2.43

	POSITION	N	MEAN
To what extent is the communication between the counseling staff and the rest of the school satisfactory?	Principal	90	4.01
	VP or PRT	59	3.66
	Nurse	44	4.11
	Teacher	369	3.59
To what extent do you ask the counseling staff to handle disciplinary matters?			
a) District counselors	Principal	89	2.79
	VP or PRT	54	2.80
	Nurse	37	2.51
	Teacher	366	2.46
b) Guidance aide	Principal	88	2.17
	VP or PRT	54	2.35
	Nurse	34	1.97
	Teacher	348	2.17
To what extent do you ask the counseling staff to perform duties outside the realm of counseling?			
a) District counselor	Principal	88	1.35
	VP or PRT	55	1.38
	Nurse	26	1.15
	Teacher	292	1.37
b) Guidance aide	Principal	88	1.50
	VP or PRT	54	1.54
	Nurse	24	1.25
	Teacher	290	1.53
To what extent are you involved in the planning and/or preparation ofthe K-6 Site Guidance Plan?	Principal	89	4.13
	VP or PRT	55	2.69
	Nurse	41	1.32
	Teacher	361	1.85
To what extent do you find the K-6 Site Guidance Plan to be useful in your work?	Principal	90	2.91
	VP or PRT	53	2.72
	Nurse	38	2.87
	Teacher	329	2.75

	POSITION	N	MEAN
i) Parent and community support	Principal	88	1.98
	VP or PRT	59	2.29
	Nurse	39	2.49
	Teacher	322	2.33
j) Counselor:student ratio	Principal	90	4.20
	VP or PRT	59	3.08
	Nurse	43	3.60
	Teacher	343	3.58
h) Budget restrictions	Principal	90	4.32
	VP or PRT	58	3.29
	Nurse	40	3.67
	Teacher	323	3.47
i) Equipment,materials	Principal	88	2.54
	VP or PRT	59	2.20
	Nurse	30	2.73
	Teacher	303	2.56
j) Paperwork	Principal	90	3.00
	VP or PRT	58	3.12
	Nurse	33	3.36
	Teacher	307	3.11
To what extent is the existing counseling program adequate for the needs of this site?	Principal	90	2.95
	VP or PRT	59	3.10
	Nurse	47	3.21
	Teacher	359	2.87
How much time do you spend providing counseling services in the absence of or in addition to the counseling staff?	Principal	89	4.21
	VP or PRT	56	3.45
	Nurse	45	3.62
	Teacher	359	3.71
Split Assignment Only			
If your district counselor has a split assignment, how much time does s/he need to "catch up" each week?	Principal	70	3.66
	VP or PRT	25	3.20
	Nurse	26	3.54
	Teacher	176	3.57

	POSITION	N	MEAN
To what extent do the following activities limit the counseling program at this site?			
a) Physical space	Principal	90	2.85
	VP or PRT	59	2.41
	Nurse	44	2.89
	Teacher	360	2.82
b) Counselor time	Principal	90	4.09
	VP or PRT	59	2.90
	Nurse	44	3.70
	Teacher	364	3.54
c) Guidance aide time	Principal	88	3.64
	VP or PRT	59	2.44
	Nurse	41	3.05
	Teacher	342	2.95
d) Staff cooperation	Principal	90	1.88
	VP or PRT	58	2.05
	Nurse	42	2.26
	Teacher	349	1.94
e) Counselor attitude	Principal	89	1.70
	VP or PRT	57	2.21
	Nurse	44	1.86
	Teacher	348	2.12
f) Clerical assistance	Principal	89	2.07
	VP or PRT	57	2.24
	Nurse	36	2.44
	Teacher	311	2.10
g) Number of duties	Principal	86	2.31
	VP or PRT	58	2.21
	Nurse	40	3.15
	Teacher	319	2.73
h) Administrative support	Principal	86	1.27
	VP or PRT	58	1.69
	Nurse	40	2.15
	Teacher	326	2.01

	JOB	N	YES	NO	DONT KNOW
To whom does the guidance aide report for supervision?					
a) To the principal	Principal	85	57.6%	42.4%	0.0%
	VP or PRT	52	50.0%	44.2%	5.8%
	Nurse	36	27.8%	30.6%	41.7%
	Teacher	331	29.6%	22.4%	48.0%
b) To the district counselor	Principal	81	92.6%	7.4%	0.0%
	VP or PRT	56	91.1%	5.4%	3.6%
	Nurse	38	71.1%	2.6%	26.3%
	Teacher	335	56.4%	4.5%	39.1%
Do you perceive the counseling program at this site to be representative of the following levels?					
a) Developmental	Principal	90	84.4%	13.3%	2.2%
	VP or PRT	57	71.9%	19.3%	8.8%
	Nurse	45	66.7%	11.1%	22.2%
	Teacher	360	68.6%	17.8%	15.6%
b) Preventive	Principal	90	90.0%	10.0%	0.0%
	VP or PRT	59	72.9%	18.6%	8.5%
	Nurse	46	69.6%	15.2%	15.2%
	Teacher	363	64.5%	20.1%	15.5%
c) Remedial	Principal	89	91.0%	9.0%	0.0%
	VP or PRT	59	83.1%	13.6%	3.4%
	Nurse	46	76.1%	8.7%	15.2%
	Teacher	361	72.0%	13.6%	14.4%
Do you perceive the counseling program at this site to be representative of the following domains?					
a) Career	Principal	84	41.7%	54.8%	3.6%
	VP or PRT	55	32.7%	58.2%	9.1%
	Nurse	44	11.4%	47.7%	40.9%
	Teacher	338	15.1%	43.8%	41.1%
b) Academic	Principal	84	64.3%	31.0%	4.8%
	VP or PRT	55	41.8%	40.0%	18.2%
	Nurse	45	64.4%	8.9%	26.7%
	Teacher	336	45.2%	30.4%	24.4%
c) Personal/Social	Principal	84	98.8%	1.2%	0.0%
	VP or PRT	55	87.3%	9.1%	3.6%
	Nurse	45	86.7%	2.2%	11.1%
	Teacher	344	82.0%	8.1%	8.9%

	JOB	N	YES	NO	DONT KNOW
Which of the following activities currently take place within the counseling program at this site?					
a) Individual counseling	Principal	84	100.0%	0.0%	0.0%
	VP or PRT	56	96.4%	1.8%	1.8%
	Nurse	44	97.7%	2.3%	0.0%
	Teacher	347	96.8%	1.2%	2.0%
b) Group counseling	Principal	84	96.4%	3.6%	0.0%
	VP or PRT	56	83.9%	7.1%	8.9%
	Nurse	44	86.4%	2.3%	11.4%
	Teacher	344	82.0%	7.8%	10.2%
c) Parent conferences	Principal	84	98.8%	1.2%	0.0%
	VP or PRT	56	87.5%	5.4%	7.1%
	Nurse	45	100.0%	0.0%	0.0%
	Teacher	348	81.9%	6.0%	12.1%
d) Teacher conferences	Principal	84	100.0%	0.0%	0.0%
	VP or PRT	56	76.8%	12.5%	10.7%
	Nurse	45	97.8%	0.0%	2.2%
	Teacher	347	80.4%	13.3%	6.3%
e) Class presentations	Principal	84	66.7%	28.6%	4.8%
	VP or PRT	54	53.7%	38.9%	7.4%
	Nurse	44	54.5%	11.4%	34.1%
	Teacher	344	50.9%	31.7%	17.4%
f) New student orientation	Principal	84	25.0%	73.8%	1.2%
	VP or PRT	56	33.9%	60.7%	5.4%
	Nurse	42	19.0%	31.0%	50.0%
	Teacher	344	26.5%	48.8%	24.7%
g) Problem-solving sessions	Principal	84	94.0%	4.8%	1.2%
	VP or PRT	56	78.6%	7.1%	14.3%
	Nurse	44	79.5%	6.8%	13.6%
	Teacher	346	74.3%	11.3%	14.4%
h) Reward, recognition	Principal	84	88.1%	9.5%	2.4%
	VP or PRT	56	89.3%	5.4%	5.4%
	Nurse	45	80.0%	2.2%	17.8%
	Teacher	347	86.5%	6.1%	7.4%
i) Time-out	Principal	84	86.9%	13.1%	0.0%
	VP or PRT	56	89.3%	8.9%	1.8%
	Nurse	45	86.7%	2.2%	11.1%
	Teacher	346	89.3%	5.8%	4.9%
j) Consultation team	Principal	84	95.2%	4.8%	0.0%
	VP or PRT	55	90.9%	5.5%	3.6%
	Nurse	45	100.0%	0.0%	0.0%
	Teacher	345	91.3%	2.6%	6.1%

APPENDIX K
STUDENT SURVEY WITH FREQUENCY COUNTS
AND PERCENTAGES BY GRADE LEVEL

COUNSELING AND GUIDANCE EVALUATION
ELEMENTARY STUDENT SURVEY (Grades 4-6)

Demographics

	N	%
GRADE		
Grade 4	1379	31.2%
Grade 5	1704	38.5%
Grade 6	1341	30.3%
TOTAL	4424	
ETHNICITY		
Hispanic	767	18.6%
White	1854	45.0%
Black	661	16.1%
Asian and others	836	20.3%
TOTAL	Majority: 45.0% Minority: 55.0%	
GENDER		
Male	2175	49.6%
Female	2214	50.4%
SITE STATUS		
Resident student	3627	83.5%
Bus student	715	16.5%

COUNSELING AND GUIDANCE EVALUATION
ELEMENTARY STUDENT SURVEY

	GRADE	N	YES	NO	NOT KNOWN
CONCEPT/NEED					
I think about what work I want to do when I'm grown up.	4	1375	82.1%	10.7%	7.3%
	5	1701	84.2%	9.2%	6.6%
	6	1338	86.6%	8.8%	4.6%
I think that my current interests and skills will help me choose a job.	4	1375	71.4%	12.5%	16.1%
	5	1704	73.8%	13.1%	13.1%
	6	1336	78.6%	11.5%	9.8%
I think that I can be whatever I want to be if I work hard enough.	4	1374	88.0%	7.4%	4.5%
	5	1702	90.2%	6.8%	3.1%
	6	1338	90.6%	6.1%	3.4%
I think that it is important for me to do good work in school.	4	1369	96.6%	2.3%	1.0%
	5	1702	96.4%	2.7%	.9%
	6	1337	96.9%	2.5%	.7%
I am looking forward to middle school or junior high.	4	1370	77.9%	15.4%	6.6%
	5	1700	81.5%	13.6%	4.9%
	6	1337	85.5%	11.5%	3.0%
I think that I learn better when I behave well.	4	1370	91.7%	6.0%	2.3%
	5	1702	89.6%	7.5%	2.9%
	6	1338	89.9%	7.1%	3.1%
I feel that people like me at school.	4	1372	76.1%	14.4%	9.5%
	5	1701	74.3%	15.8%	9.9%
	6	1336	77.6%	13.1%	9.4
Getting along with other people is important to me.	4	1375	90.9%	5.6%	3.5%
	5	1701	91.5%	6.3%	2.2%
	6	1339	91.5%	6.5%	1.9%
Being responsible for my own decisions is important to me.	4	1369	92.2%	4.7%	3.1%
	5	1700	92.2%	5.5%	2.2%
	6	1339	94.7%	3.7%	1.6%
My parents are aware of what I do at school.	4	1371	89.6%	5.3%	5.1%
	5	1701	89.0%	6.4%	4.6%
	6	1336	87.8%	8.3%	3.8%

	GRADE	N	YES	NO	NO NEED
SERVICES PROVIDED					
The counselor would be glad to talk to me about any problem I might have.	4	1330	61.7%	8.5%	29.8%
	5	1650	65.2%	7.6%	27.3%
	6	1287	59.1%	7.1%	33.8%
The counselor has talked to us about careers (jobs in the future).	4	1371	21.5%	63.5%	15.0%
	5	1697	24.2%	58.4%	17.4%
	6	1329	29.6%	53.7%	16.7%
The counselor has talked to us about working hard in school.	4	1372	61.4%	28.3%	10.3%
	5	1696	54.0%	34.3%	11.7%
	6	1331	53.0%	33.4%	13.5%
The counselor has helped me to get special help for my schoolwork.	4	1370	22.1%	46.4%	31.5%
	5	1691	17.7%	47.0%	35.3%
	6	1329	13.0%	46.0%	41.0%
The counselor has talked to us about changing to middle school or junior high.	4	1364	8.6%	69.8%	21.6%
	5	1693	21.3%	58.8%	19.8%
	6	1325	43.5%	40.6%	15.8%
I have talked to the counselor about my classroom behavior.	4	1364	27.0%	50.8%	22.2%
	5	1692	26.0%	47.1%	26.9%
	6	1323	19.9%	45.2%	34.9%
I have talked to the counselor about a problem in my life.	4	1366	26.8%	50.1%	23.1%
	5	1692	22.9%	50.5%	26.6%
	6	1326	20.7%	48.0%	31.3%
The counselor has talked to us about getting along with others.	4	1366	71.7%	19.4%	8.9%
	5	1689	69.4%	19.5%	11.1%
	6	1331	67.7%	19.1%	13.2%
The counselor has talked to us about being responsible.	4	1362	58.9%	27.5%	13.7%
	5	1690	54.8%	29.4%	15.8%
	6	1331	56.5%	27.9%	15.6%
I think the counselor is important at this school.	4	1360	89.5%	7.6%	2.9%
	5	1694	86.1%	8.1%	5.7%
	6	1327	79.9%	13.2%	6.9%

1= FAMILY MEMBER
2= SCHOOL COUNSELOR
3= ANOTHER SCHOOL ADULT
4= ANOTHER STUDENT
5= NO ONE, DON'T KNOW

	GRADE	N	1	2	3	4	5
CHOICE OF SERVICE PROVIDER							
When something personal is bothering me, I usually talk it over with _____	4	1370	68.2%	5.5%	5.5%	9.7%	11.0%
	5	1686	65.0%	4.7%	3.8%	11.9%	14.6%
	6	1331	59.4%	3.3%	2.7%	18.3%	16.2%
When something at school is bothering me, I usually talk it over with _____	4	1365	28.3%	16.8%	31.1%	15.5%	8.3%
	5	1674	30.7%	14.5%	24.7%	19.1%	11.0%
	6	1327	25.8%	14.4%	20.6%	27.1%	12.1%
If I wanted to talk to someone about the subject of alcohol or drug abuse, I would talk to _____	4	1362	51.9%	11.7%	21.2%	6.8%	8.4%
	5	1678	51.5%	11.6%	21.5%	6.7%	8.6%
	6	1321	50.2%	11.1%	20.7%	8.6%	9.5%
If I were worried about being retained (held back), I would talk it over with _____	4	1358	45.4%	9.9%	30.3%	5.4%	9.0%
	5	1655	40.8%	9.5%	36.1%	5.6%	8.0%
	6	1312	35.7%	9.6%	41.1%	4.9%	8.8%

COUNSELING AND GUIDANCE EVALUATION
STUDENT SURVEY

Demographics

	N	%
GRADE		
Grade 7-8	2749	32.7%
Grade 9-10	2689	32.0%
Grade 11-12	2965	35.3%
TOTAL	8403	
ETHNICITY		
Hispanic		18.5%
White		47.0%
Black		11.9%
Asian		8.5%
American Indian/Alaskan Native		1.3%
Pacific Islander		1.2%
Portuguese		1.0%
Filipino		7.1%
Indochinese		3.5%
GENDER		
Male		49.9%
Female		50.1%
ENROLLMENT STATUS		
VEEP		11.7%
Magnet Student, Including Resident Students Who Are Magnet Members		9.8%
Resident Student, Neither VEEP Nor Magnet		78.5%
POST HIGH SCHOOL PLANS		
Plan to go to college		78.2%
Plan to join the military		6.7%
Plan to get a job		11.2%
None of the above		3.9%

CURRENT GRADE POINT AVERAGE

A (3.01 TO 4.00)	34.7%
B (2.01 TO 3.00)	37.3%
C (1.01 TO 2.00)	22.5%
D (0.51 TO 1.00)	4.5%
F (0.00 TO 0.50)	.9%

ATTENDANCE RECORD THIS YEAR

No absences	14.9%
1-2 days	22.6%
3-5 days	27.0%
6-10 days	17.5%
11-15 days	8.5%
16-20 days	4.2%
More than 20 days	5.3%

NUMBER OF REFERRALS THIS YEAR

No referrals	81.9%
1 referral	9.0%
2 referrals	3.6%
3-5 referrals	3.2%
6-8 referrals	1.1%
9-10 referrals	.3%
More than 10 referrals	1.0%

COUNSELING AND GUIDANCE EVALUATION
STUDENT SURVEY

Mean Response

	GRADE	N	MEAN
CAREER DOMAIN			
Do you feel sure of your strengths and abilities?	7-8	2612	3.74
	9-10	2580	3.72
	11-12	2875	3.82
Do you feel sure of your career interests?	7-8	2608	3.59
	9-10	2583	3.47
	11-12	2877	3.45
Do you feel that your career interests match your career abilities?	7-8	2602	3.49
	9-10	2571	3.45
	11-12	2864	3.48
To what extent do you believe your present attitudes, habits, and outlooks add to your chance of success in your chosen career?	7-8	2587	3.67
	9-10	2568	3.67
	11-12	2862	3.71
Do you understand well the concept of planning careers by job families or clusters?	7-8	2573	3.10
	9-10	2521	2.95
	11-12	2829	2.78
If you answered that you understand the concept of planning by job families or cluster very well, is the "job family" or job cluster approach (putting similar jobs together) helpful to you in career planning?	7-8	2140	3.15
	9-10	1924	2.92
	11-12	1952	2.79
TOTAL CAREER DOMAIN	7-8		3.47
	9-10		3.38
	11-12		3.37

	GRADE	N	MEAN
ACADEMIC DOMAIN			
Are you aware of the many courses offered at your grade level at your school?	7-8	2590	3.65
	9-10	2561	3.67
	11-12	2856	3.17
Overall, do you think that your classes meet your future educational needs?	7-8	2584	3.30
	9-10	2559	3.32
	11-12	2855	3.26
Overall, are your classes close to your level of difficulty?	7-8	2576	3.56
	9-10	2543	3.44
	11-12	2844	3.63
Are you sure that your classes meet your needs for graduation/promotion?	7-8	2582	3.51
	9-10	2557	3.77
	11-12	2843	4.15
Do you feel that your academic/ educational plan is well designed for you?	7-8	2513	3.51
	9-10	2516	3.47
	11-12	2820	3.45
TOTAL ACADEMIC DOMAIN	7-8		3.51
	9-10		3.58
	11-12		3.66

	GRADE	N	MEAN
PERSONAL/SOCIAL DOMAIN			
Do personal problems interfere with or affect your behavior at school?	7-8	2489	2.45
	9-10	2488	2.54
	11-12	2783	2.69
Do personal problems interfere with your school work?	7-8	2533	2.36
	9-10	2530	2.60
	11-12	2818	2.78
Are you aware of your personal strengths?	7-8	2513	3.63
	9-10	2517	3.63
	11-12	2809	3.74
Are you aware of your personal weaknesses?	7-8	2521	3.51
	9-10	2519	3.54
	11-12	2812	3.64
Do you think that you are respected at school?	7-8	2516	3.36
	9-10	2516	3.43
	11-12	2812	3.51
Do you think that all races receive equal counseling support at your school?	7-8	2506	3.83
	9-10	2493	3.78
	11-12	2764	3.67
Do you think that both boys and girls receive equal counseling at your school?	7-8	2496	4.10
	9-10	2494	4.17
	11-12	2775	4.18
Do you think that students receive counseling support regardless of economic status at your school?	7-8	2468	3.79
	9-10	2467	3.97
	11-12	2766	4.03
Do you think that you are making progress in learning to get along with people?	7-8	2502	3.84
	9-10	2495	3.87
	11-12	2781	3.90

	GRADE	N	MEAN
Are you making progress in being responsible for your decisions at school?	7-8	2499	3.87
	9-10	2494	3.86
	11-12	2774	3.94
Do you feel counselors know about your achievements at school?	7-8	2475	3.18
	9-10	2472	2.92
	11-12	2766	2.84
Do counselors make you feel that they really care about your progress at your school?	7-8	2470	3.26
	9-10	2468	3.04
	11-12	2756	2.97
TOTAL PERSONAL/SOCIAL DOMAIN	7-8		3.43
	9-10		3.45
	11-12		3.49

COUNSELING AND GUIDANCE EVALUATION
STUDENT SURVEY

	GRADE	N	YES	NO	DON'T KNOW
CAREER DOMAIN					
Is career counseling available to you at your school?	7-8	2579	50.0%	10.2%	39.8%
	9-10	2564	75.8%	5.2%	19.0%
	11-12	2859	87.3%	3.9%	8.8%

			YES	NO
Has a counselor or career technician discussed your abilities and interests with you?	7-8	2556	36.8%	63.2%
	9-10	2549	42.9%	57.1%
	11-12	2836	40.0%	60.0%
Have you and the counselor or career technician identified possible careers that match your interests and abilities?	7-8	2541	29.8%	70.2%
	9-10	2551	38.5%	61.5%
	11-12	2829	36.2%	63.8%
Have you and a counselor worked to design an academic/educational plan that leads towards your career interests?	7-8	2525	28.2%	71.8%
	9-10	2540	37.7%	62.3%
	11-12	2822	29.7%	70.3%

			YES	NO	DON'T KNOW
Have you made sure that you are not limiting your career choices because of your sex, race, or economic status?	7-8	2574	52.7%	22.3%	25.1%
	9-10	2550	59.4%	21.0%	19.6%
	11-12	2840	66.7%	17.5%	15.8%
Do you think that your counselor has limited your choices because of sex, race, or economic status?	7-8	2544	5.5%	63.1%	31.4%
	9-10	2543	6.7%	72.2%	21.1%
	11-12	2816	6.7%	77.4%	15.9%

			YES	NO	HAVE NOT TRIED
Has the school's career center been useful in providing you with occupational and vocational information?	7-8	2535	23.0%	23.7%	53.2%
	9-10	2544	27.9%	20.6%	51.5%
	11-12	2847	40.4%	20.0%	39.7%

			YES	NO
Have the counselors supplied you with information on career trends, requirements and job opportunities?	7-8	2504	34.9%	65.1%
	9-10	2510	43.3%	56.7%
	11-12	2794	42.6%	57.4%

	GRADE	N	YES	NO	NO, NOT NEEDED	NO, I NEED THIS HELP
Have the counselors helped you to get involved in activities or experiences which give you career information?	7-8	2556	18.5%	54.4%	16.1%	11.0%
	9-10	2543	17.4%	50.6%	15.7%	16.3%
	11-12	2841	19.7%	44.3%	17.4%	18.7%

			YES	NO	DON'T KNOW
ACADEMIC DOMAIN					
Is academic counseling help easily available to you at your school?	7-8	2546	39.2%	16.0%	44.8%
	9-10	2533	44.4%	16.6%	39.0%
	11-12	2828	54.2%	22.3%	23.4%

			YES	NO
Have the counselors helped your parents and you set up an educational plan at your school?	7-8	2487	34.9%	65.1%
	9-10	2491	44.4%	55.6%
	11-12	2784	34.3%	65.7%
Have the counselors encouraged you to take the most challenging courses for your abilities?	7-8	2545	40.8%	59.2%
	9-10	2541	51.4%	48.6%
	11-12	2824	50.6%	49.4%
Have the counselors informed your parents and/or you about programs at your school that offer extra help or tutoring with your schoolwork?	7-8	2542	52.3%	47.7%
	9-10	2535	47.8%	52.2%
	11-12	2816	45.5%	54.5%

			YES	NO	NO NEED
Have the counselors referred you for any tests that may be necessary for gifted or special education programs?	7-8	2517	25.8%	57.8%	16.4%
	9-10	2515	22.4%	60.4%	17.3%
	11-12	2797	20.9%	59.7%	19.3%
Junior High/Middle School Only					
Did the counselors help you with any problems in changing from elementary school to this school?	7-8	2411	26.5%	43.3%	30.2%
	9-10	1108	25.5%	43.1%	31.4%

			YES	HAS NOT OCCURRED AS YET
Senior High Staff Only				
Has your counselors completed with you a review of your academic plan and progress toward graduation requirements?	9-10	1814	41.5%	58.5%
	11-12	2627	65.0%	35.0%

	GRADE	N	YES	NO	NO, NOT NEEDED	NO, I NEED THIS HELP
Have the counselors helped you in planning for college entrance?	9-10	1855	25.9%	50.5%	9.7%	13.9%
	11-12	2669	35.6%	39.6%	11.2%	13.7%

			YES	NO
Have the counselors informed you about the tests necessary for college entrance and how they may be taken?	9-10	1794	30.1%	69.9%
	11-12	2642	52.8%	47.2%
Have the counselors discussed financial aide for college and how to get that aid?	9-10	1796	18.4%	81.6%
	11-12	2625	41.2%	58.8%

			YES	NO	DON'T KNOW
PERSONAL/SOCIAL DOMAIN					
Is personal counseling available to you at your school?	7-8	2411	58.2%	8.8%	33.0%
	9-10	2444	58.9%	9.2%	31.9%
	11-12	2727	61.3%	10.9%	27.8%

			YES	NO	NO, NO NEED	NO. HELP IS NEEDED
Have the counselors helped you with problems that interfere with your school work?	7-8	2430	22.1%	28.5%	38.9%	10.5%
	9-10	2442	15.8%	34.4%	39.5%	10.3%
	11-12	2751	14.1%	38.6%	38.2%	9.2%
Have counselors helped you learn how to get along better with other people?	7-8	2434	22.1%	31.1%	38.7%	8.0%
	9-10	2439	12.6%	38.1%	42.9%	6.4%
	11-12	2735	8.6%	41.7%	43.5%	6.2%
Have counselors helped you increase your confidence in yourself?	7-8	2427	24.5%	36.7%	31.9%	7.0%
	9-10	2438	17.8%	42.8%	31.9%	7.5%
	11-12	2740	16.8%	45.0%	30.9%	7.4%
Have counselors helped you communicate better with other people (parents, teachers, etc.)?	7-8	2416	21.6%	36.0%	35.1%	7.3%
	9-10	2435	14.4%	43.6%	35.6%	6.4%
	11-12	2736	11.3%	46.3%	35.6%	6.8%

			YES	NO	NO, NO NEED	NO, I DESIRE SUCH INFO.
Have counselors provided you with information on drug and/or alcohol abuse?	7-8	2407	53.0%	22.4%	20.5%	4.0%
	9-10	2425	40.0%	28.4%	28.0%	3.7%
	11-12	2736	31.7%	33.2%	32.3%	2.8%

	GRADE	N	YES	NO	NO, NO NEED	NO, HELP IS NEEDED
Have counselors provided you with other places, institutions, or persons who might help you or give you information?	7-8	2403	25.1%	40.3%	29.3%	5.3%
	9-10	2417	20.2%	44.2%	29.2%	6.5%
	11-12	2723	21.4%	44.5%	28.5%	5.5%

			YES	NO
Do counselors help to keep your parents informed about your progress at school?	7-8	2302	61.1%	38.9%
	9-10	2341	50.4%	49.6%
	11-12	2641	45.4%	54.6%

			PARENT/ FAMILY MEMBER	COUNS. DEPT. STAFF	OTHER SCHOOL ADULT	ANOTHER STUDENT	DON'T KNOW
When you have a personal problem from whom do you usually seek help?	7-8	2388	52.9%	5.5%	4.9%	26.2%	10.6%
	9-10	2377	42.4%	3.5%	3.7%	38.6%	11.9%
	11-12	2675	37.9%	3.1%	3.5%	44.3%	11.2%
When you have a problem or question about career planning, from whom do you usually seek help?	7-8	2388	51.5%	25.2%	8.1%	4.5%	10.7%
	9-10	2377	32.9%	41.0%	8.9%	5.9%	11.3%
	11-12	2687	33.5%	42.5%	8.3%	5.7%	10.1%
When you have a problem or question about class schedules or academic programs, from whom do you usually seek help?	7-8	2385	10.2%	48.3%	25.5%	9.8%	6.1%
	9-10	2385	6.8%	63.2%	15.4%	9.0%	5.6%
	11-12	2707	5.6%	72.0%	11.4%	6.4%	4.6%
When you need information on sex education, to whom do you go?	7-8	2344	45.1%	11.6%	11.9%	9.4%	21.9%
	9-10	2318	37.2%	8.4%	9.9%	16.6%	27.9%
	11-12	2624	33.3%	6.5%	9.2%	19.5%	31.5%
If you need help on the subject of drug or alcohol abuse, to whom will you go?	7-8	2337	39.3%	22.0%	13.4%	8.3%	16.9%
	9-10	2332	31.8%	16.9%	11.1%	15.1%	25.1%
	11-12	2646	29.3%	13.0%	10.8%	16.4%	30.5%
If you are concerned about passing classes or being promoted, to whom will you go?	7-8	2306	18.7%	44.5%	23.8%	4.5%	8.5%
	9-10	2322	11.6%	56.3%	17.8%	4.4%	9.9%
	11-12	2638	8.8%	61.6%	14.7%	4.4%	10.5%

APPENDIX L
PARENT SURVEY - PERCENTAGES OF RESPONSES FOR EACH ITEM

COUNSELING AND GUIDANCE EVALUATION
PARENT SURVEY

Frequency Distributions

	N's
Grade 7-8	232
Grade 9-10	244
Grade 11-12	224

1. Have you received information or assistance in enrolling your child at his/her present school?

GRADE	YES	NO	NO RESPONSE
7-8	61.6%	33.6%	4.7%
9-10	59.0%	34.8%	6.1%
11-12	46.4%	49.6%	4.0%

2. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	3.8%	91.0%	5.1%
9-10	10.8%	85.5%	3.6%
11-12	4.2%	90.5%	5.3%

3. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	25.9%	62.6%	10.8%	.7%
9-10	25.9%	64.3%	7.7%	2.1%
11-12	29.8%	56.7%	9.6%	3.8%

4. Have you received information or assistance on classes available?

GRADE	YES	NO
7-8	78.5%	21.5%
9-10	77.1%	22.9%
11-12	70.9%	29.1%

5. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	17.3%	80.8%	1.9%
9-10	6.9%	93.1%	0.0%
11-12	11.9%	79.1%	9.0%

6. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	21.5%	63.0%	13.3%	2.2%
9-10	16.9%	68.3%	11.6%	3.2%
11-12	23.4%	60.1%	14.6%	1.9%

7. Have you ever received information on your child's achievement other than report cards?

GRADE	YES	NO
7-8	64.4%	35.6%
9-10	64.9%	35.1%
11-12	64.8%	35.2%

8. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	14.8%	82.7%	2.5%
9-10	15.9%	81.8%	2.3%
11-12	13.4%	82.9%	3.7%

9. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	32.7%	56.0%	6.7%	4.7%
9-10	27.3%	59.6%	10.6%	2.5%
11-12	28.2%	58.4%	11.4%	2.0%

10. Have you ever received information on your child's attendance?

GRADE	YES	NO
7-8	56.7%	43.3%
9-10	56.0%	44.0%
11-12	65.2%	34.8%

11. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	5.3%	93.6%	1.1%
9-10	5.7%	93.3%	1.0%
11-12	3.7%	95.1%	1.2%

12. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	27.9%	65.1%	3.1%	3.9%
9-10	28.8%	58.3%	8.3%	4.5%
11-12	31.3%	52.8%	7.6%	8.3%

13. Have you ever discussed school problems not related to achievement or attendance?

GRADE	YES	NO
7-8	50.6%	49.4%
9-10	43.5%	56.5%
11-12	38.3%	61.7%

14. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	2.7%	95.6%	1.8%
9-10	2.2%	97.8%	0.0%
11-12	.8%	97.7%	1.6%

15. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	30.2%	45.7%	9.5%	14.7%
9-10	29.8%	46.2%	13.5%	10.6%
11-12	32.5%	44.6%	15.7%	7.2%

16. Have you ever received help in understanding your child's interests?

GRADE	YES	NO
7-8	28.7%	71.2%
9-10	38.7%	61.3%
11-12	32.2%	67.8%

17. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	4.3%	94.4%	1.2%
9-10	4.7%	92.6%	2.7%
11-12	5.9%	91.4%	2.6%

18. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	25.8%	63.6%	9.1%	1.5%
9-10	22.3%	60.6%	12.8%	4.3%
11-12	18.4%	67.1%	10.5%	3.9%

19. Have you ever received help in improving your child's relationship with the school or your child's feelings about the school?

GRADE	YES	NO
7-8	23.6%	76.4%
9-10	24.6%	75.4%
11-12	23.5%	76.5%

20. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	4.1%	92.4%	3.5%
9-10	7.7%	90.1%	2.2%
11-12	5.4%	94.0%	.6%

21. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	31.5%	51.9%	11.1%	5.6%
9-10	29.7%	46.9%	12.5%	10.9%
11-12	25.0%	58.9%	10.7%	5.4%

22. Have you ever received assistance with planning for future courses for your child?

GRADE	YES	NO
7-8	53.6%	46.4%
9-10	62.1%	37.9%
11-12	54.8%	45.2%

23. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	2.8%	94.4%	2.8%
9-10	6.3%	90.6%	3.1%
11-12	6.9%	92.2%	1.0%

24. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	34.1%	53.7%	6.5%	5.7%
9-10	34.6%	50.3%	12.4%	2.6%
11-12	28.6%	61.9%	4.0%	5.6%

25. Have you ever received information concerning college financing?

GRADE	YES	NO
7-8	10.3%	89.7%
9-10	22.6%	77.4%
11-12	45.2%	54.8%

26. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	2.0%	97.5%	.5%
9-10	2.2%	96.7%	1.1%
11-12	7.1%	92.1%	.8%

27. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	28.6%	57.1%	9.5%	4.8%
9-10	25.5%	56.4%	14.5%	3.6%
11-12	22.6%	50.5%	16.1%	10.8%

28. Have you ever received information concerning college selection?

GRADE	YES	NO
7-8	12.9%	87.1%
9-10	33.9%	66.1%
11-12	48.3%	51.7%

29. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	1.1%	97.9%	1.1%
9-10	.6%	98.7%	.6%
11-12	7.4%	90.1%	2.5%

30. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	39.3%	39.3%	14.3%	7.1%
9-10	13.8%	67.5%	18.8%	0.0%
11-12	29.2%	53.8%	11.3%	5.7%

31. Have you ever received information concerning college entrance requirements?

GRADE	YES	NO
7-8	21.9%	78.1%
9-10	47.2%	52.8%
11-12	58.3%	41.7%

32. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	1.2%	97.6%	1.2%
9-10	2.3%	96.9%	.8%
11-12	8.3%	88.5%	3.1%

33. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	37.3%	51.0%	9.8%	2.0%
9-10	28.6%	58.9%	11.6%	.9%
11-12	26.9%	63.1%	8.5%	1.5%

34. Have you ever received information concerning possible careers for your child?

GRADE	YES	NO
7-8	27.0%	73.0%
9-10	42.7%	57.3%
11-12	49.6%	50.4%

35. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	.6%	98.2%	1.2%
9-10	.7%	95.0%	4.3%
11-12	5.2%	87.9%	6.9%

36. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	20.0%	60.0%	16.7%	3.3%
9-10	13.0%	60.0%	20.0%	7.0%
11-12	22.3%	58.9%	15.2%	3.6%

37. Have you ever received assistance in solving personal problems or concerns of your child?

GRADE	YES	NO
7-8	33.5%	66.5%
9-10	28.9%	71.1%
11-12	27.0%	73.0%

38. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	8.3%	91.0%	.7%
9-10	8.8%	90.0%	1.2%
11-12	3.1%	95.6%	1.3%

39. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	25.3%	45.6%	15.2%	13.9%
9-10	32.9%	45.2%	13.7%	8.2%
11-12	34.9%	47.6%	11.1%	6.3%

40. Have you ever received assistance in talking to or meeting with your child's teacher?

GRADE	YES	NO
7-8	53.6%	46.4%
9-10	54.5%	45.5%
11-12	49.6%	50.4%

41. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	7.2%	91.8%	1.0%
9-10	4.6%	94.5%	.9%
11-12	6.3%	92.9%	.9%

42. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	21.9%	57.8%	15.6%	4.7%
9-10	28.7%	55.1%	10.3%	5.9%
11-12	26.5%	58.4%	7.1%	8.0%

43. Have you ever received assistance in resolving difficulties your child may have had with other students at school?

GRADE	YES	NO
7-8	23.6%	76.4%
9-10	13.8%	86.2%
11-12	10.0%	90.0%

44. Did you ever ask for this help?

GRADE	YES	NO	DON'T REMEMBER
7-8	1.9%	98.1%	0.0%
9-10	3.1%	96.3%	.5%
11-12	1.1%	97.8%	1.1%

45. How useful was the assistance given?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	33.3%	37.0%	16.7%	13.0%
9-10	14.7%	52.9%	26.5%	5.9%
11-12	13.6%	68.2%	9.1%	9.1%

46. Please indicate those areas from this list with which you think someone at your school has helped your daughter/son.

a. Understanding her/his abilities

GRADE	YES	NO
7-8	68.0%	32.0%
9-10	62.9%	37.1%
11-12	72.8%	27.2%

b. Becoming more aware of educational alternatives after high school

GRADE	YES	NO
7-8	39.9%	60.1%
9-10	53.3%	46.7%
11-12	66.1%	33.9%

c. Preparation for finding a career

GRADE	YES	NO
7-8	36.0%	64.0%
9-10	50.8%	49.2%
11-12	58.0%	42.0%

d. Finding courses which she/he needs

GRADE	YES	NO
7-8	66.5%	33.5%
9-10	76.2%	23.8%
11-12	78.4%	21.6%

e. Finding a job

GRADE	YES	NO
7-8	5.7%	94.3%
9-10	14.2%	85.8%
11-12	22.1%	77.9%

f. Developing a better attitude toward teachers or school

GRADE	YES	NO
7-8	47.6%	52.4%
9-10	43.3%	56.7%
11-12	44.1%	55.9%

g. Coping with family problems

GRADE	YES	NO
7-8	25.6%	74.4%
9-10	26.2%	73.8%
11-12	27.3%	72.7%

h. Getting along better with adults

GRADE	YES	NO
7-8	35.2%	64.8%
9-10	32.9%	67.1%
11-12	36.8%	63.2%

i. Setting realistic goals in life

GRADE	YES	NO
7-8	39.2%	60.8%
9-10	42.5%	57.5%
11-12	45.4%	54.6%

j. Overcoming personal difficulties

GRADE	YES	NO
7-8	41.9%	58.2%
9-10	36.7%	63.3%
11-12	43.0%	57.0%

56. Have you ever attended a meeting at your daughter's/son's school which was sponsored or arranged by the counseling departments?

GRADE	YES	NO	DON'T KNOW
7-8	48.9%	48.1%	3.0%
9-10	42.5%	52.2%	5.3%
11-12	48.3%	47.0%	4.8%

57. If yes, how helpful was the meeting?

GRADE	VERY HELPFUL	HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL
7-8	34.8%	37.5%	17.9%	9.8%
9-10	44.2%	37.5%	15.4%	2.9%
11-12	43.8%	33.9%	16.1%	6.3%

58. Are you aware that a counselor in your student's school has been assigned to assist him/her?

GRADE	YES	NO
7-8	88.4%	11.6%
9-10	88.3%	11.7%
11-12	92.2%	7.8%

59. Are you aware of others at your school who are available to assist you?

GRADE	YES	NO
7-8	65.2%	34.7%
9-10	60.7%	39.3%
11-12	63.5%	36.5%

60. Do you know how to get tutoring or academic assistance for your daughter/son at your school?

GRADE	YES	NO
7-8	54.5%	45.5%
9-10	56.9%	43.1%
11-12	57.8%	42.2%

61. Has the school ever informed you of community agencies which are available to assist you?

GRADE	YES	NO
7-8	26.3%	73.7%
9-10	24.3%	75.7%
11-12	28.7%	71.3%

62. Overall, how would you rate your school's efforts to communicate with you?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	25.7%	40.4%	23.0%	10.9%
9-10	23.2%	40.8%	26.2%	9.9%
11-12	23.5%	46.2%	22.6%	7.7%

63. Overall, how would you rate your daughter's/son's relationship with her/his teachers?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	23.4%	48.6%	22.5%	5.5%
9-10	25.2%	51.3%	17.9%	5.6%
11-12	22.6%	55.7%	19.0%	2.7%

64. Overall, how would you rate your daughter's/son's relationship with her/his counselor?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	23.9%	49.5%	20.6%	6.0%
9-10	18.1%	50.0%	24.5%	7.4%
11-12	21.6%	56.7%	16.3%	5.3%

65. Overall, how would you rate the counseling program at your daughter's/son's school?

GRADE	EXCELLENT	GOOD	FAIR	POOR
7-8	23.0%	49.2%	17.6%	10.2%
9-10	20.7%	48.8%	21.7%	8.9%
11-12	24.8%	50.5%	17.0%	7.8%

APPENDIX M
PRINCIPAL'S OPINION OF EFFECTIVENESS OF SERVICES,
K-12 DISTRICT COUNSELORS

SAN DIEGO CITY SCHOOLS
Educational Services Division
Guidance Services Department

1985-86 PRINCIPAL'S OPINION OF EFFECTIVENESS OF SERVICES K-12 DISTRICT COUNSELORS

Return on the Survey:

Grade Level	Number of Schools	Number of Responses
Elementary	105	83
Middle/Junior High	18	16
Senior High	16	14
Total:	139	113

Ratings

Grade Level	(Not at all Satisfactory) 1 - 2.9	3 - 3.9	4 - 5 (Very Satisfactory)
Elementary	1 (1.00%)	14 (17%)	68 (82%)
Middle/Junior High	1 (.06%)	5 (31%)	10 (63%)
Senior High	0	0	14 (100%)

Comments

- The percent of return was higher at the secondary level, 88%, than at the elementary level, 79%.
- Only two principals rated the district counselor(s) below 3 or not at all satisfactory.
- Senior high school principals rated all district counselors as 4-5 or very satisfactory.
- Comments from principals provided constructive feedback and assisted with the evaluative process.
- 99% of the principals at the elementary level rated the services as 3 or above.
- 94% of the middle/junior high school principals rated the services 3 or above.

CP:1b

2/17/87

SAN DIEGO CITY SCHOOLS
Educational Services Division

PRINCIPAL'S OPINION OF EFFECTIVENESS OF SERVICES

PROGRAM _____

SERVICE PROVIDED BY _____
Person or Department

SCHOOL _____ SCHOOL YEAR _____

RETURN ORIGINAL COPY TO ORIGINATING OFFICE

This form is to be completed by the principal or his/her designated representative and forwarded directly to the originating office. IT WILL NOT BE RECORDED IN ANY WAY BY THE PERSONNEL DIVISION. However, its contents may be shared with persons providing the service. It is intended to serve as an aid in completing the evaluation of this service. No conference at the school is required.

	Not at all Satisfactory				Very Satisfactory	
SERVICES/MATERIALS TO SCHOOL STAFF	1	2	3	4	5	N/A
SERVICES/MATERIALS TO STUDENTS	1	2	3	4	5	N/A
SERVICES/MATERIALS TO PARENTS	1	2	3	4	5	N/A
OBSERVANCE OF SCHOOL POLICIES	1	2	3	4	5	N/A
CONTRIBUTION TO SCHOOL OBJECTIVES	1	2	3	4	5	N/A

General Comments: (Please comment on outstanding or unsatisfactory services.)

_____

_____

_____

_____

_____

_____

_____

Completed by _____ Date _____
Name of Person

Title _____

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